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**The Impact of Push-Pull Factors on the Re-Expatriation Intention
among Jordanian Self-Initiated Academic Repatriates**

GHEATH MAHMOUD ALI ABDEL-RAHMAN



**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA**

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**The Impact of Push-Pull Factors on the Re-Expatriation Intention
among Jordanian Self-Initiated Academic Repatriates**

By

GHEATH MAHMOUD ALI ABDEL-RAHMAN



UUM
Universiti Utara Malaysia

**Thesis Submitted to
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Kolej Perniagaan
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: **Prof. Madya Dr. Rasidah Arshad**

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: **Prof. Madya Dr. Marlin Marissa Malek Bt.
Abdul Malek**

Tandatangan
(Signature)

Tarikh: **17 Jun 2019**
(Date)

Nama Pelajar
(Name of Student)

: Gheath Mahmoud Ali Abdel-Rahman

Tajuk Tesis / Disertasi
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Nama Penyelia/Penyelia-penyelia
(Name of Supervisor/Supervisors)

: Prof. Madya Dr. Subramaniam a/l Sri Ramalu



Tandatangan
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Prof. Madya Dr. Chandrakantan a/l Subramaniam

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ABSTRACT

To date, majority of the studies on global mobility among professionals have been concentrating on expatriation and repatriation. However, little is known about the phenomenon of second re-expatriation after one has completed the repatriation process. The uncontrolled re-expatriation can be detrimental to developing countries like Jordan which relies on its critical human capital to develop the nation. Using the Push-Pull Theory and Social Capital Theory, this study examined the combined effects of push-pull factors on re-expatriation intention among Jordanian academic repatriates. Partial Least Squares – Structural Equation Modeling (PLS-SEM) was used to confirm the reliability and validity of the measurement model and to test the hypothesized relationships. Using a sample of 124 Jordanian academic repatriates obtained through snowball sampling, this study found that selected home country push factors, namely financial difficulties and re-entry hardships, were positively associated with their re-expatriation intention. Results of the study—revealed that host country pull factor, namely family outcomes, had a positive impact on their re-expatriation intention. Additionally, this study also found that life dissatisfaction mediates the relationship between home country push factors and the intention to re-expatriate. Psychological well-being found mediates the relationship between host country pull factors and the intention to re-expatriate. The mediation support indicates that psychologically related factors such as life dissatisfaction and psychological well-being serve as the important underlying mechanism responsible to explain individual behavior in intercultural setting. This study fills the gap in the expatriation literature by examining the impact of financial, psychological, and social factors that drive expatriates to move abroad for the second time after their repatriation to their home countries. The results of this study will help relevant decision makers and government agencies to devise appropriate strategies and policies to retain expatriates in their home countries.

Keywords: expatriation, re-expatriation intention, academic expatriates, Jordan, push-pull factors

ABSTRAK

Sehingga kini, kebanyakan kajian yang melibatkan mobiliti global dalam kalangan profesional lebih menjurus kepada ekspatriasi dan repatriasi. Walau bagaimanapun, hanya sedikit yang diketahui tentang fenomena ekspatriasi semula (*re-expatriation*) untuk kali kedua setelah seseorang itu melengkapkan proses repatriasi. Fenomena ekspatriasi semula yang tidak dikawal boleh memudaratkan negara membangun seperti Jordan yang bergantung kepada modal insan kritikal untuk membangunkan negara. Dengan menggunakan Teori Penolak-Penarik dan Teori Modal Sosial, kajian ini menyelidik kesan gabungan faktor-faktor penolak dan penarik ke atas niat untuk ekspatriasi semula dalam kalangan ekspatriat akademik Jordan. Model Persamaan Berstruktur Kuasa Dua Terkecil Separa (PLS-SEM) telah digunakan untuk mengesahkan kebolehpercayaan dan kesahihan model pengukuran dan untuk menguji hipotesis kajian. Menggunakan sampel seramai 124 ekspatriat akademik Jordan yang diperoleh dengan kaedah pensampelan bola salji, kajian ini mendapati faktor-faktor penolak negara asal adalah kesukaran kewangan dan kesusahan kemasukan semula, dikaitkan secara positif dengan niat ekspatriasi semula. Keputusan kajian mendedahkan faktor penarik negara tuan rumah, iaitu pendapatan keluarga, mempunyai impak positif ke atas niat untuk ekspatriat semula. Tambahan lagi, kajian ini juga mendapati ketidakpuasan hidup mengantara hubungan di antara faktor-faktor penolak negara asal dan niat untuk ekspatriat semula. Kajian ini juga mendapati kesejahteraan psikologi mengantara hubungan di antara faktor-faktor penarik negara tuan rumah dan niat untuk ekspatriat semula. Pengantaraan sokongan yang didapati dalam kajian ini menunjukkan bahawa faktor-faktor yang berkaitan psikologi seperti ketidakpuasan hidup dan kesejahteraan psikologi bertindak selaku mekanisme penting yang menerangkan gelagat individu dalam persekitaran silang budaya. Kajian ini memenuhi jurang dalam kosa ilmu tentang ekspatriat dengan menyelidik impak faktor-faktor kewangan, sosial dan psikologi yang mendorong individu untuk kembali bertugas di luar negara untuk kali kedua selepas kembali ke negara asal mereka. Hasil kajian membantu pembuat dasar dan agensi-agensi kerajaan untuk merangka strategi dan polisi yang berkaitan untuk mengekalkan ekspatriat di negara asal mereka.

Kata kunci: ekspatriasi, niat untuk ekspatriasi semula, ekspatriat akademik, Jordan, faktor penolak-penarik

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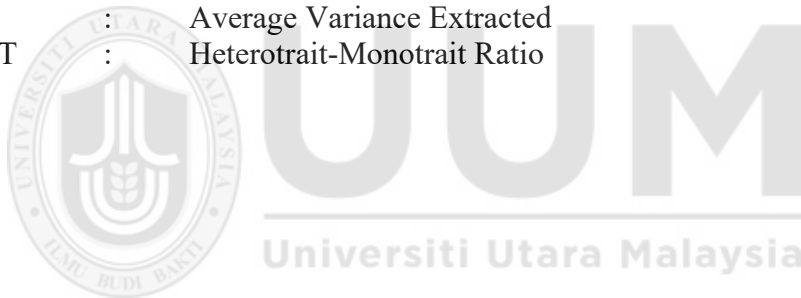
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LIST OF ABBREVIATIONS

OEs	:	Organizational Expatriates
SIEs	:	Self-Initiated Expatriates
UAE	:	United Arab Emirates
USA	:	United States of America
SPSS	:	Statistical Package for the Social Science
PLS-SEM	:	Partial Least Square-Structural Equation Modelling
TPB	:	Theory of Planned Behaviour
REEX	:	Re-Expatriation Intention
REEN	:	Re-Entry Hardships
FD	:	Financial Difficulties
LD	:	Life Dissatisfaction
LQ	:	Quality of Life
FO	:	Family Outcomes
PSY	:	Psychological Well-Being
VIF	:	Variance Inflated Factor
CA	:	Cronbach's Alpha
CR	:	Composite Reliability
AVE	:	Average Variance Extracted
HTMT	:	Heterotrait-Monotrait Ratio



CHAPTER ONE

INTRODUCTION

This study aims to examine the reasons and the motivational factors driving Jordanian self-initiated academic repatriates to intend to re-expatriate. Re-expatriation refers to the second movement of individuals toward abroad after their repatriation to their home country. Repatriates are valuable human resources especially to those countries that suffered from limited natural resources and mainly depend on its human capital for the country development like Jordan.

Repatriates are valuable human resources due to the advanced knowledge, skills, and international experience that obtained from living and working abroad. The probability of re-expatriation among repatriates is considered if they were less satisfied and unhappy with the conditions of life in their home country. Therefore, it is very important to investigate the dynamic nature of the reasons and the motivational factors driving repatriates to intend to re-expatriate. This in turn, may help home country decision makers to provide support resources that can reduce stress and complexity faced by repatriates and enhance them to be retained and then contribute in the development of the country through their professional skills, advanced knowledge, and international experience that obtained from working abroad.

1.1 Background of Study

Today's organizations are increasingly utilizing expatriate employees to execute corporate's strategies to remain competitive in the ever-changing global business environment (Isakovic & Whitmann, 2013). Consistent with this development, the employment of expatriate employees has become a common phenomenon nowadays and has significant impact on international human resource management (Abdul

Malek, Budhwar & Reiche, 2015; Selmer & Luring, 2010). This is consistent with the increasing number of expatriates employed globally. Approximately 50.5 million skilled expatriates are employed globally, and the total number of skilled expatriates are expected to reach around 87.5 million by 2021 (Finaccord, 2018).

Expatriation which leads to brain drain from home country point of view in this regard refers to the movement of people crossing the borders of their own countries to live and work in another country (Richardson & McKenna, 2006; Sri Ramalu, 2010). The overwhelming majority of research on expatriates has thus far focused on the traditional expatriates who is also known as organizational expatriates (OEs) (e.g., Froese & Peltokopri, 2013; Sri Ramalu, 2010). They are defined as skilled individuals who are sent by their employers to fill key positions in foreign subsidiaries in the host countries for a fixed and defined period of time, usually from one to five years (Collings, Scullion & Morley, 2007).

However, they are not the only form of expatriates who work abroad. Another category of expatriates is those who have sought and found jobs abroad without any support from parent organizations. They are called self-initiated expatriates (SIEs). SIEs are defined as those individuals who have decided to live and work abroad and initiate their own departure without any support from home country organizations (Tharenou & Caufield, 2010). The term SIEs is derived from the efforts of individuals to expatriate to a new country by initiating the first step of expatriation process themselves (Selmer & Luring, 2010). A survey has shown that a major percentage (50-70%) of the expatriates' population worldwide could be classified as SIEs (Doherty, Dickmann & Mills, 2011).

The SIEs are employed in broad spectrum of economic sectors globally such as finance, construction, manufacturing, oil and gas, mining, information technology and education to name a few (e.g., Jackson et al., 2005; Richardson & McKenna, 2006; Selmer & Luring, 2009). The academic SIEs in particular are seen as new form of global talents entering global higher education sector worldwide (e.g., Al Shammari, 2013; Selmer & Luring, 2010; Trembath, 2016).

Global higher education sector is expanding remarkably with an increasing number of higher education institutions competing with each other to position themselves in the global higher education market (Asian Development Bank, 2011). This is rampant especially after the higher education sector has been liberalized in many parts of the world. In addition, many colleges, universities, and other educational institutions from developed countries have established branch campuses in developing countries around the world that operate like multinational subsidiaries in terms of recruitment of staff from other countries (Altbach, 2013). All these have created abundance of job opportunities for academic SIEs to join these educational institutions (Richardson, 2006).

The motivational factors that influence the decision to relocate to another country among SIEs has been somehow established in the literature (Trembath, 2016). It is generally attributed to various home country push factors and host country pull factors. Accordingly, push factors can be stated as the conditions that can force and push people to leave their homes such as high rate of unemployment and financial issues (Froese, 2012; Toren, 1976). For instance, wars in the home country serves as the leading push factor as well as below average primitive conditions, desertification, famine or drought, political fear or persecution, poor medical care, loss of wealth,

natural disasters, political or religious oppression climate changes, lack of jobs or simply poverty (Doherty et al., 2011; Istaiteyeh, Sarhan, Al-Malawi & Gaillard, 2016; Suutari & Brewster, 2000; Toren, 1976).

On the contrary, pull factors are exactly the opposite of push factors; these are the factors that attract and encourage people to a certain location. Pull factors are factors in the target country which motivate people to move; these include peace and safety, a chance of a better job opportunity, better education, social security, a better standard of living in general as well as political and religious freedom (e.g., Carr, Inkson & Thorn, 2005; Froese, 2012; Jackson et al., 2005; Tharenou & Seet, 2014).

While majority of the previous studies have thus far focused on the expatriation (e.g., Abdul Malek et al., 2015; Selmer & Luring, 2012; Sri Ramalu, 2010), repatriation which is contributing to reverse brain drain is another decision made by those expatriates who have completed their international assignment (Kulkarni, Lengnick-Hall & Valk, 2010; Sarkiunaite & Rocke, 2015). Repatriation is the last phase of the expatriation process. It is defined as act of returning to one's country of own and the returnees are known as repatriates (Bailey & Dragoni, 2013; Solomon, 1995).

One argument in the literature is that readjustment to the familiar culture (home country) is more difficult than adjusting to the host country (e.g., Adler 1981; Hyder & Lovblad, 2007). Many repatriates experience several challenges and hardships on re-entry such as reverse culture shock, difficulty in rejoining family and relatives especially after staying a while in the host country and this may result in dissatisfaction with their career and life (Adler & Gundersen, 2007; Szkudlarek, 2010). These negative re-entry experiences may derive repatriates to consider re-expatriation as part

of their future plan (e.g., Ho et al., 2016; Joardar & Weisang, 2019). In this regard, re-expatriation refers to people having another expatriation experience after returning to their own countries from abroad (Ho et al., 2016; Tharenou & Seet, 2014).

Unlike expatriation and repatriation, the decision to re-expatriate which is known as brain circulation can be more damaging to home countries since it involves brain drain for second time (Ho et al., 2016). However, studies on re-expatriation has been very limited and more efforts are required to determine the reasons why repatriates develop a re-expatriation intention after their repatriation from abroad (Ho et al., 2016; Joardar & Weisang, 2019; Tharenou & Seet, 2014). The narrow focus on re-expatriation can negatively limit the understanding of the dynamic nature of the factors that drive such skilled individuals to experience another movement toward abroad as the reasons may differ between the two phases of expatriation.

The phenomenon of expatriation and re-expatriation is prevalent among the Jordanian academic SIEs since they are highly sought talents in the Gulf countries such as Saudi Arabia and Kuwait and other countries around the world (e.g., Khasawneh, Qudah & Barakat, 2017; Wahba, 2014). According to Migration Profile (2016), there are about 800,000 Jordanian expatriates working and living in different countries around the world.

Jordanian Academics Association recently held a conference to discuss the challenges and hardships faced by Jordanian academics in Jordan compared to their counterparts in the same region (Naseer, 2018). The conference also sheds more light on the phenomenon of brain drain as a result of relocation of talents to other countries, which in turn, affects the country's higher education system as well as the economy negatively (Khasawneh et al., 2017). The poor conditions of the Jordanian higher

education system drove Jordanian academics to seek better life conditions abroad (Salama, 2012).

Hence, it is imperative to examine whether push-pull factors associated with expatriation and repatriation can explain the phenomenon of re-expatriation intention among Jordanian academic repatriates.

1.2 Problem Statement

The phenomenon of re-expatriation (brain circulation) could lead to human capital losses especially to the countries that mainly depend on its human capital for the country improvement and development. Re-expatriation among repatriates can negatively affect the development of those countries especially developing countries that have very limited natural resources for its economic growth and mainly depending on its human capital like Jordan (e.g., Mousa et al., 2018; Touqan, 2017) as they may lose these talented people to other countries. These people are talented due to the advanced knowledge, professional skills, and other advantages obtained from living and working abroad.

The relocation of Jordanians to foreign countries especially the re-expatriation for the second time is considered as an invisible drain on competencies that are crucial for the development of the country (e.g., Aburman, 2018; Shenk, 2018). This is because they brought back advanced knowledge and enhanced their own skills from more developed countries. Jordanian repatriates who brought back advanced knowledge, overseas assignment, and enhanced their skills are important for the economic growth of Jordan as they may also bring back overseas linkage and technologies from abroad which, in turn, may contribute in enhancing the development of the country.

The massive relocation of Jordanians to foreign countries can be attributed to poor economic conditions in home country such as high unemployment rate, low wages, and inflation (e.g., Alshobaki & Harris, 2018; Istaiteyeh et al., 2016; Khasawneh et al., 2017; Mousa et al., 2018). In addition, the phenomenon of Arab Spring and resulting influx of Syrian refugees, and other economic issues such as global crises and the increase of oil prices has further contributed to the Jordan's poor economy (Alshobaki & Harris, 2018).

As a result of this, many Jordanians have initiated their movements to foreign countries seeking better life conditions and better employment opportunities (e.g., Khasawneh et al., 2017; Wahba, 2014). They are also highly sought talents in the Gulf countries and in the other parts of the world (Khasawneh et al., 2017). It is reported that there are about 800,000 Jordanians working abroad. Most of them working and living in Gulf countries such as Saudi Arabia, Kuwait, and UAE and the rest of them are employed in USA, and other foreign countries (Ministry of Foreign Affairs of Jordan, 2015).

Jordanian academics relocation to foreign countries in particular has increased tremendously (e.g., Al Shammari, 2013; Khasawneh et al., 2017; Naseer, 2018). For example, it was reported that around 12,000 Jordanian academics are employed in Saudi Arabian universities, ranked the highest among 16 different nationalities from all over the world (e.g., Al Shammari, 2013; Khasawneh et al., 2017). This may attribute to the poor higher education system which led many faculty members seeking better jobs and life conditions abroad (Salama, 2012).

Thus far, the expatriate literature mainly focused on the motivational factors attracting expatriates to accept an international assignment for the first time, whereas

a very limited body of research have focused so far on the motivational factors pulling individuals to re-expatriate (e.g., Ho et al., 2016; Tharenou & Seet, 2014). Finding the reasons and the motivational factors that force or motivate individuals to re-expatriate is critical for the development of the country as it can help the country to implement appropriate and suitable policies to help these repatriates to be retained. This is necessary as the influence of motivational factors may differ depending on whether they plan to move for the first time (brain drain) or they intend to re-expatriate one more time (brain circulation).

The motivational factors behind the re-expatriation could be attributed to various home-host push-pull factors (e.g., Ho et al., 2016; Tharenou & Seet, 2014). This is consistent with premise of Push-Pull Theory (Toren, 1976) which states that push factors are forces that drive individuals to move out of their country of origin and includes factors such as poor employment and financial issues, whereas the pull factors motivate individuals to move abroad and includes factors such as quality of life and the opportunity for better career development. Push-Pull Theory (Toren, 1976) could be used to explore the re-expatriation intention with respect to various push and pull factors that have been associated with the lives of expatriates. (e.g., Ho et al., 2016; Tharenou & Seet, 2014).

Financial difficulties and re-entry hardships are presented in this study as home country push factors. Studies in the literature have suggested that the intention of individuals for expatriation or to re-expatriate comes from financial difficulties and re-entry experiences in the home country (e.g., Ho et al., 2016; Lidgard, 2001; Lounsbury, Park, Sundstrom, Williamson & Pemberton, 2004; Richardson & McKenna, 2002; Selmer & Luring, 2012; Tharenou & Seet, 2014). These factors appear to have a

significant impact on those repatriates who have returned from abroad (e.g., Andresen, 2000; Ho et al., 2016; Tharenou & Seet, 2014) and may influence them to have a negative image about life in general in their home country.

From the financial difficulties point of view, Jordanian academic repatriates suffered from restarting a new life in their home country after their repatriation from abroad (Shenk, 2018). This is because of the challenges and difficulties in economic and the high rate of unemployment (e.g., Al-Hump, 2018; Al-Hunaiti, 2010; Shenk, 2018). This is also supported by the findings in the recent report published by British Economic Magazine which revealed that Jordan is ranked as the highest and most expensive country in terms of cost of living among Arab countries which, in turn, forcing Jordanian academic to be less satisfied with life conditions in home country (e.g., Al-Hump, 2018; Al-Hunaiti, 2011). Such difficulties may create a negative image about remaining in the home country and the decision to re-expatriate may be considered (Shenk, 2018).

From the re-entry hardships point of view, Jordanian academic repatriates who completed their international assignment abroad faced challenges related to re-entry experience such as reverse culture shock, rejoining new jobs, rejoining relatives and social life especially after a short period of time (Shenk, 2018). This is because that the first stage of their repatriation seems to be more excited and enjoyable (e.g., joining relatives and family members, people, social habits, and food). Thereafter, these repatriates may start recognizing the differences in development between both home and host countries, which is clearly explained by W-Curve model that repatriates within the first nine months of their repatriation to their home country will start realizing the changes and the differences between both home and host countries which

in turn, may lead them to have a high level of psychological withdrawal as a result of experiencing several hardships and challenges such as difficulty in readjustment again and reverse culture shock.

When reality of situation in Jordan fails to meet their expectations, dissatisfaction with life conditions will eventually take place, as a result, may contribute to re-expatriation one more time (Shenk, 2018). Therefore, this present study discusses the impact of financial difficulties and re-entry hardships on Jordanian academics' intention to re-expatriate to fill the void in the expatriate literature that appears to be neglected in the area of re-expatriation studies.

Both the financial difficulties and re-entry hardships push factors may not necessarily directly lead to decision to re-expatriate. It is revealed that repatriates upon their return to the home country will make a comparison between home and host country conditions and reflect on difficulties they are currently facing in-home country. Poor life condition led to greater psychological withdrawal for them and their families as well (e.g., Christofi & Thompson, 2007; Ho et al., 2016; Salama, 2011; Tharenou & Seet, 2014). The home country push factors will result in repatriate's experience life dissatisfaction in home country.

Life dissatisfaction is described as the negative image or the general judgment of a person's whole life (Pavot & Diener, 2008). Accordingly, several aspects of life that individuals may not be satisfied with could potentially influence their decisions regarding life and career (e.g., Gill, 2010; Ho et al., 2016). Such examples could be unemployment, personal difficulties and hardships (Selmer & Luring, 2012), discriminatory practices at work (Fitzgerald & Howe-Walsh, 2009), financial reasons (Al Ariss & Ozbilgin, 2010), and life changes (Richardson & McKenna, 2002). In

turn, these aspects may lead the individuals to escape out of the country of origin to a different environment for better conditions of life and a better opportunity for change especially when such relative aspects were unavailable in their own country

Even those repatriates who have spent at least one year outside their country of origin who are not satisfied with conditions in the host country or have completed the international assignment may face re-entry difficulties (e.g., Szkudlarek, 2010), such as reverse culture shock and difficulty in rejoining new social life which may create a negative attitude toward the home country and consider re-expatriation (e.g., Begley et al., 2008; Christofi & Thompson, 2007; Ho et al., 2016; Thare mou & See, 2014).

This may happen due to the differences that found and experienced between home and host countries in regard to the general development. Therefore, life dissatisfaction is predicted in this study to mediate the relationship between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention among Jordanian academic repatriates.

From the pull factors point of view, the motivational factors that have appeared most in the expatriate literature in regard to intention to move abroad are better family outcomes and a better quality of life (e.g., Jackson et al., 2005; Ho et al., 2016; Richardson & McKenna, 2006; Richardson, 2006; Thorn, 2009; Thorn et al., 2013). Factors like family outcomes and quality of life are considered key determinant factors in an expatriate life during the international assignment as such these factors have significant impact on the expatriate's decision to move abroad which in turn, enhance them to perform more effectively and allow them to adjust faster during living and working abroad.

Accordingly, these pull factors are proposed as the host country pull factors in this study. For example, Richardson (2006) in his study among 30 British academics working in Turkey, Singapore, United Arab Emirates, and New Zealand, revealed that family outcomes have strong influence in the decision related to expatriation. For quality of life, Thorn et al. (2013) found that quality of life was considered a key factor in the decision of professional New Zealanders to move abroad.

With regard to Jordanian academics, the most motivational factors driving Jordanian academics to expatriate vary but the most significant factors could be seeking better life conditions include better quality of life, better lifestyle, and better family-related outcomes (e.g., Expat Arrivals, 2015; Jordanian Strategy Forum, 2018; Salama, 2011).

In the existing literature, research studies have shown the positive impact of the host country pull factors on the psychological well-being of expatriates (e.g., Bader & Schuster, 2015; Wang & Kanungo, 2004) which, in turn, contributes to reduce stress and uncertainty, a better adjustment and facilitating a higher level of performance, and the opportunity to remain longer in the host country (e.g., Aryee, & Stone, 1996; Bader & Schuster, 2015; Mendenhall & Oddou, 1985; Wang & Kanungo, 2004).

However, the positive impact of these factors on the psychological well-being of expatriates may differ according to whether they are moving abroad for the first time or are planning to re-expatriate. Therefore, psychological well-being is predicted to mediate the relationship between host country pull factors (family outcomes and quality of life) and re-expatriation intention among Jordanian academic repatriates.

In a response to the above-mentioned gaps in the expatriate literature, the current study develops a model to explore the relationships between home country push factors (financial difficulties and re-entry hardships), host country pull factors (family outcomes and quality of life) and re-expatriation intention among Jordanian academic repatriates. In addition, life dissatisfaction in this study was proposed to mediate the relationship between home country push factors and re-expatriation intention. Psychological well-being on the other hand was proposed as mediating factor on the relationship between the host country pull factors (family outcomes and quality of life) and re-expatriation intention among Jordanian academics' repatriates.

1.3 Research Questions

This current study has the following main questions:

1. Do home country push factors (financial difficulties and re-entry hardships) and host country pull factors (family outcomes and quality of life) influence the intention of Jordanian academic repatriates to re-expatriate?
2. Does a relationship exist between home country push factors (financial difficulties and re-entry hardships) and life dissatisfaction of Jordanian academic repatriates?
3. Does a relationship exist between host country pull factors (family outcomes and quality of life) and psychological well-being of Jordanian academic repatriates?
4. Does a relationship exist between (life dissatisfaction and psychological well-being) and re-expatriation intention of Jordanian academic repatriates?

5. Does life dissatisfaction mediate the relationship between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention of Jordanian academic repatriates?
6. Does psychological well-being mediate the relationship between host country pull factors (family outcomes) and re-expatriation intention of Jordanian academic repatriates?

1.4 Research Objectives

The objective of this study is to examine the relationship between home country push factors (financial difficulties and re-entry hardships), host country pull factors (family outcomes and quality of life) and intention to re-expatriate among Jordanian academic repatriates. It also examines the mediating effect of life dissatisfaction on the relationship between home country push factors and the intention to re-expatriate among Jordanian academic repatriates. In addition, the study also examines the mediating effect of psychological well-being on the relationship between host country pull factors and the intention to re-expatriate among Jordanian academic repatriates. This study focuses on the following main objectives:

1. To examine the relationships between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention among Jordanian academic repatriates.
2. To investigate the relationships between home country push factors (financial difficulties and re-entry hardships) and life dissatisfaction among Jordanian academic repatriates.

3. To examine the relationship between host country pull factors (family outcomes and quality of life) and the re-expatriation intention among Jordanian academic repatriates.
4. To investigate the relationship between host country pull factors (family outcomes and quality of life) and psychological well-being among Jordanian academic repatriates.
5. To examine the relationship between life dissatisfaction and re-expatriation intention among Jordanian academic repatriates.
6. To examine the relationship between psychological well-being and re-expatriation intention among Jordanian academic repatriates.
7. To investigate the role of the mediating effect of life dissatisfaction on the relationships between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention among Jordanian academic repatriates.
8. To investigate the role of the mediating effect of psychological well-being on the relationship between host country pull factors (family outcomes and quality of life) and re-expatriation intention among Jordanian academic repatriates.

1.5 Scope of the Study

This current study examined the relationship between home country push factors (financial difficulties and re-entry hardships), host country pull factors (family outcomes and quality of life) and re-expatriation intention among Jordanian academic repatriates. This study focused on the examination of the mediating effect of life dissatisfaction on the relationship between home country push factors and the re-

expatriation intention. Further, this study also focused on the examination of the mediating effect of psychological well-being on the relationship between host country pull factors and re-expatriation intention.

Re-expatriation intention, which is the main issue in this study, was studied as a main dependent variable. The majority of expatriate literature has mainly focused on issues related to expatriates during their international assignment (Care et al., 2005; Jackson et al., 2005; Richardson & McKenna, 2006; Selmer & Luring, 2010; Tharenou & Caulfield, 2010) and has ignored the main reasons and the motivational factors of individuals intention to re-expatriate to work in a host country after completing their international assignment (Ho et al. 2016; Joardar & Weisang, 2019; Tharenou & Seet, 2014).

Individual academic repatriates were chosen as the unit of analysis in the present study. Accordingly, academic repatriates being selected in this study for several reasons. First, a dearth of studies on academic SIEs and their repatriation stage and what kind of motivations drive them to move abroad exist (e.g., Al Shammari, 2013; James, 2018; Peltokorpi & Froese, 2009; Richardson & Wong, 2018; Selmer & Luring, 2010; Trembath, 2016). Second, the rapid growth of universities established around the world has led to an increase in the number of academic staff members to move abroad seeking jobs and general development in these universities (e.g., Cai & Hall, 2016; Dessoff, 2011).

Once they completed their international assignment abroad, repatriation to the home country is the next stage to be considered (James, 2018). However, research studies have been lacking on academic SIEs and their repatriation challenges despite

the increasing number of these skilled individuals travelling abroad (e.g., James, 2018; Trembath, 2016).

Jordanian academic SIEs who worked as academic staff members outside the country of origin and who had repatriated to Jordan after completing the international assignment are the respondents for this study. Jordan has witnessed an increase in out flow for Jordanian academics toward abroad (e.g., Al Shammari, 2013; Khasawneh et al., 2017; Naseer, 2018). The migration of Jordanian academics moving abroad may create a negative effect on the performance of Jordanian higher education institutions in terms of knowledge building and the loss of key competencies (Khasawneh et al., 2017). This is because Jordan is considered a country with limited natural resources and mainly depending on its human capital for its economic growth (Khreisat, 2017; Mousa et al., 2018).

Recently, Jordanian Academics Association (Naseer, 2018) sheds light on the phenomenon of Jordanian brain drain and what are the reasons forced them to move abroad. Their movements toward abroad may negatively affect the Jordan higher education system as they are crucial for the development of the country and for the improvement of the higher education due to the professional skilled and advanced knowledge. Therefore, a serious need exists to explore the reasons and the motivational factors driving Jordanian academics to move abroad not only for the first movement, but also for their re-expatriation intention after their repatriation to the home country.

1.6 Significance of the Study

This study has several theoretical and practical contributions to be added to the international human resources management literature especially the area of expatriation as discussed in the following sections.

1.6.1 Theoretical Contribution

Abundance of research studies thus far have mainly focused on the motives for expatriation (e.g., Carr et al., 2005; Doherty et al., 2011; Jackson et al., 2005; Selmer & Luring, 2012). In addition, majority of the research studies thus far have focused on repatriation and the reasons why they repatriate to their home country as well as the challenges the expatriates experienced upon their repatriation (e.g., Baruch, Altman & Tung, 2016; James, 2018; Kraimer, Bolino & Mead, 2016; Tharenou, 2015).

However, few studies have been conducted on the reasons and the motivational factors of re-expatriation intention (e.g., Ho et al., 2016; Joardar & Weisang, 2019; Tharenou & Seet, 2014), which could further add to the body of knowledge on expatriation studies. This study is conducted by examining the intention to re-expatriate among SIEs which have found to be ignored and not fully investigated in the expatriate literature. Relying on Push-Pull Theory (Toren, 1976) and Social Capital Theory (Adler & Kwon, 2002), the current study indicates that repatriation is not the last stage of expatriation, but also various issues that had experienced at home country may lead repatriates to re-expatriate one more time.

Another valuable contribution of this study is the extending of Push-Pull Theory (Toren, 1976) to explain the re-expatriation intention phenomenon. The Push-Pull Theory thus far is heavily utilized to explore the main reasons for expatriation but not for re-expatriation intention (e.g., Ho et al., 2016; Tharenou & Seet, 2014). In addition, Push-Pull Theory thus far has mainly focused on the pressures at home and the motivational factors that drive and encourage the individuals to move abroad (Ho et al., 2016; Tharenou & Caulfield, 2010; Tharenou & Seet, 2014).

However, the Push-Pull Theory (Toren, 1976) is not adequate enough to better explain the movement of individuals globally as the decision for their movement is also based on various psychological and social factors (Ho et al., 2016; Guo, Porschitz & Alves, 2013). Further, making a decision toward re-expatriation intention could also be influenced by values, families, beliefs, psychological and social factors and so on (Ho et al., 2016).

In this regard, understanding the re-expatriation intention through different psychological and social factors is critical (Tharenou, 2015; Tharenou & Seet, 2014). Therefore, the current study aims to incorporate Social Capital Theory (Adler & Kwon, 2002) to complement Push-Pull Theory to better understand the social and psychological factors and its influence on re-expatriation intention.

By integrating Push-Pull Theory and Social Capital Theory, this study contributes to better understand how home country push factors and host country pull factors indirectly affect the intention of individuals to re-expatriate through the mediation effect of both life dissatisfaction and psychological well-being on the relationship between the study variables and re-expatriation intention.

Therefore, this study builds a theoretical framework to examine the effect of life dissatisfaction to mediate the relationship between home country push factors (financial difficulties and re-entry hardships) and the re-expatriation intention. It also examines the effect of psychological well-being as mediation on the relationship between host country pull factors (family outcomes and quality of life) and re-expatriation intention which has been not studied previously.

Moreover, there is dearth of research studies on academic SIEs and their repatriation and what motivate them to seek careers abroad (e.g., James, 2018; Selmer & Luring, 2010, Trembath, 2016), not only in the developed countries, but also in the developing countries (Al Shammari, 2013; Richardson & Wong, 2018). In addition, the motivational factors of academic SIEs may differ and depending on whether they decide to expatriate for the first time and the intention to re-expatriate after experiencing the repatriation to the home country. Therefore, this current study intends to emphasize the need to examine the motivational factors that lead academic SIEs' intention to re-expatriate after their repatriation.

1.6.2 Practical Contributions

The aim of this study is to help Jordan government and the decision makers of higher education system in Jordan to a better understanding of the major factors and hardships that influence Jordanian SIEs and the academic repatriates in particular who returned from abroad to re-expatriate.

Jordanian academic repatriates who have enhanced their skills, advanced their knowledge while working abroad, and obtained international experience are considered valuable resources for their own country. This is because Jordan has limited natural resources and mainly depending on its human capital for its economic growth (e.g., Mousa et al., 2018). Therefore, the retention of such group of skilled individuals is crucial for the country development as they could help in gaining competitive advantages and improvement of higher education system which, in turn, contribute to the development of the country.

Retaining Jordanian academics who repatriated from abroad to the home country can provide more benefits and advantages to both the country and the Ministry of

Higher Education. They can contribute to the development of the country through their skills, talents and advanced knowledge obtained from their previous experience of working abroad.

Regarding the retention of Jordanian academics who repatriated from abroad, Jordan government should provide different kinds of benefits and support resources including better financial packages, better employment opportunities for repatriates and their family members, and better environment for their families and children which, in turn, help them to adjust faster, reduce stress and the level of dissatisfaction. Reducing stress and the level of dissatisfaction that could be faced and experienced upon repatriation can help repatriates to better use their specific skills, advanced knowledge and international experience that obtained from working abroad in the development of the country as well as the improvement of the higher education sectors in particular.

1.7 Definition of Terms

The aim of this section is to clarify the conceptual definitions that used in the current study.

1. Self-Initiated Academic Expatriates

Self-initiated academic expatriates refer to those academic members who work in a university environment teaching on a fixed-term contract (Trembath, 2016).

2. Repatriation

Repatriation refers to the process of returning from abroad to the home country after completing an international assignment for a defined and fixed period of time (Bailey & Dragoni, 2013).

3. Re-Expatriation

Re-expatriation refers to the process of individuals who have repatriated to their home country and then have decided to move abroad again (Ho et al., 2016; Tharenou & Seet, 2014).

4. Financial Difficulties

Financial difficulties are any situation, condition or event during which the process of acquisition of goods and services causes an individual to experience dissatisfaction or anxiety (Anderson, 2000).

5. Re-Entry Hardships

Re-entry hardships refer to reverse culture shock and readjustments that individuals experience after repatriating to the home country from abroad (Tharenou & Seet, 2014).

6. Family Outcomes

Family outcomes refer to the potential benefits and advantages that individuals may obtain for their family members such as a better environment and education (Ho et al., 2016).

7. Quality of Life

Quality of life refers to the characteristics, values, lifestyle and infrastructure of a country that improves the way in which individuals are able to live their lives (Thorn et al., 2013).

8. Life Dissatisfaction

Life dissatisfaction is defined as the negative image or negative general judgment of a person's whole life (Pavot & Diener, 2008).

9. Psychological Well-Being

Psychological well-being is defined as the psychological functioning that enhances individuals in utilizing their own skills to perform effectively (Tung, 1981; Wang & Kanungo, 2004).

1.8 Organization of the Study

This present study comprises five main chapters. Chapter one discusses the background of the study, problem statement, research questions and research objectives, scope and the significance of the study.

Chapter two provides a discussion of the relevant literature for each variable included in this study namely, financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life, psychological well-being, and re-expatriation intention. Discussion on literature gaps, and underpinning theory are also included.

Chapter three focuses on the research methodology and shed lights on the research framework, development of hypotheses, research design, operational definitions, instrumentation, data collection procedures and analysis, and sampling.

Chapter four offers the data analysis and findings. Discussion of findings, theoretical and practical contributions of the study, limitation and future research directions discussed in chapter five.

1.9 Chapter Summary

This chapter organized the research work by framing and offering the introduction and the background of the study, followed by the problem statement. Research questions, objectives, scope and significance of the study in this chapter were explained. The next chapter reports the relevant literature on the intention among academic SIEs to re-

expatriate again and also focuses on the variables that mainly related to the re-expatriation intention. In addition, the next chapter also covers other key determinant factors of re-expatriation intention namely life dissatisfaction and psychological well-being.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literatures mainly related to academic SIEs' re-expatriation intention and the factors associated with re-expatriation intention. The factors in this current study are divided into home country push factors (financial difficulties and re-entry hardships) and host country pull factors (family outcomes and quality of life). Additionally, the literature review also covers other key determinant factors of re-expatriation intention namely life dissatisfaction and psychological well-being. The chapter is concluded with discussion on literature gaps and underpinning theory that have been identified.

2.2 Expatriation

Globalisation has led to changes in political, economic, cultural, technology and educational environments (Altman & Shortland, 2008). Accordingly, globalisation has opened the doors for many multinational companies to set up their subsidiaries in foreign countries to remain competitive in global business (Srivastava & Panday, 2012). As a result of this, there is increasing demand for expatriates globally since organizations believe that expatriates will enhance the subsidiaries performance by transferring technology, knowledge and skills (e.g., Cerdin & Selmer, 2014; Chang, Gong & Peng, 2012).

According to Shaffer, Harrison and Gilley (1999) the utilization of expatriates leads to many advantages to organizations such as technical skills, rich experience of products, accountability, control improvement and improved employees'

effectiveness. Expatriates sent to foreign subsidiaries generally assume strategic roles among others as controller, coordinator and transferor (e.g, Edström & Galbraith, 1977; Harzing, 2001; Paik & Sohn, 2004; Torbiörn, 1994). These strategic tasks are important to achieve the competitive advantage of the organizations (e.g., Gregersen & Black, 1990; Selmer & Luring, 2010).

In this regard, expatriation is a phenomenon where people move across their own country borders to live and work in another country for a certain period of time (e.g., Richardson & McKenna, 2006; Sri Ramalu, 2010). The term expatriate is derived from the Latin word 'ex patria', which refers to moving away out of the country of origin to another country for better work and life conditions (Suutari, Brewster & Dickmann, 2018). Accordingly, expatriate is an individual who intends to remain in a different country or different culture to work and live for a particular period of time (Holopainen & Bjorkman, 2005).

There are two different categories of expatriates seeking jobs abroad namely organisational expatriates (OEs) or also known as traditional expatriates and the other category is the self-initiated expatriates (SIEs) (Howe-Walsh & Schyns, 2010). Organisational expatriates are those professional and skilled employees who are sent by their home organisations to fill positions in the host country subsidiaries for an identified period of time usually from three to five years (McKenna & Richardson, 2007). Self-initiated expatriates on the other hand are those individuals who initiate their move to live and work in a foreign country by themselves without any support from the home country organisations (e.g., Selmer & Luring, 2010; Tharenou & Caulfield, 2010).

In addition, organisational expatriates are given preparation and skills prior to the host country subsidiary assignment before they move, whereas self-initiated expatriates on the other hand take charge of their expatriation decisions (e.g., Howe-Walsh & Schyns, 2010). Since the scope of this study is limited to self-initiated academic expatriates, the remaining sections therefore review literatures related to the above-mentioned category of self-initiated expatriates.

2.2.1 Self-Initiated Expatriates

The term self-initiated expatriation has historically evolved many times in different ways. The notion of self-initiated expatriates was first introduced by Inkson, Arthur, Pringles and Barry (1997) as an "overseas experience" to describe those individuals who are motivated and encouraged by career related and personal factors to live and work abroad without support from the home country organizations. Self-initiated expatriates also termed such as self-initiated foreign experiences (e.g., Myers & Pringle, 2005; Suutari & Brewster, 2000), overseas experience (e.g., Inkson et al., 1997), self-initiated international work opportunities (e.g., Tharenou, 2003), self-selecting expatriates (e.g., Richardson & McKenna, 2003), self-made expatriates and self-expatriates (e.g., Tharenou & Caulfield, 2010), and international self-initiated mobility and self-initiated movers (e.g., Thorn, 2009).

Existing literature revealed that SIEs are more common and popular than OEs and the number of SIEs is remarkably higher than OEs (e.g., Biemann & Andresen, 2010; Doherty et al., 2011). This is because that SIEs are free to initiate their movement toward abroad and not committed to serve in specific organizations like OEs who are restricted to follow the roles of their organizations in terms of serving back in their organization once the international assignment is completed.

Studies in the expatriate literature found that better adjustment to life in a host country is experienced by SIEs than those assigned by their employers (Peltokorpi & Froese, 2009). Findings showed that 65 percent of professional employees are classified as self-initiated expatriates (SIEs) (Doherty et al., 2008). In addition, surveys also revealed that about 50-70 percent of the expatriates are classified as self-initiated expatriates (Doherty et al., 2011; Jokinen et al., 2008; Peltokorpi & Froese, 2009).

Research have found that SIEs are motivated to go overseas for many reasons. For example, in a qualitative study based on British academics it was found that SIEs are motivated and encouraged to go abroad for four major reasons namely exploration, to escape from issues in their home country, financial issues and building an international experience for career development purposes (Richardson & McKenna, 2006).

In a related study, Dickmann (2012) revealed six key motivational factors driving them to move abroad. The key influences on the decision to move overseas were associated with career development considerations, concerns about family members and friends, individual interests such as a desire for adventure, the assessment of monetary and non-monetary organizational incentives, host country environment such as history, nature, security and climate) and specific host country location. When focusing on the motivational factors driving SIEs to move abroad, it is important to realize that SIEs form is a very diverse group of people and thus the motivational factors vary (e.g., Suutari & Brewster 2000).

For example, studies in the existing literature on SIEs indicated that the major reasons for making a decision toward accepting overseas jobs were excitement, growth, international experiences, meeting different people from different cultures and

also future career prospects (Tharenou 2003). Jackson et al. (2005) in their study found five factors motivated skilled employees to work abroad. In their study, lifestyle and family concerns found to be pull factors motivating individuals to move to the host country, whereas culture, career and economics factors found to be home country push factors leading and forcing one to move abroad. In addition, Howe-Walsh and Schyns (2010) found that SIEs could be motivated to travel abroad for personal desires such as following a partner or working in a specific country and for career development such as starting a new job or building a career development.

Furthermore, Richardson (2006) in his qualitative study among British employees working in certain universities in Singapore, Turkey, New Zealand and UAE found that family-related factor, in particular spouse and children well-being are important key factors considered in decisions related to expatriation. Therefore, the motivational factors in the host countries play an important role in the decision of individuals and SIEs in particular to accept the international assignment.

In line with this, the motivation for SIEs to work and live overseas may vary depending on the context as suggested by Jackson et al. (2005) and Dickmann (2012). Studies revealed that context is one of the essential motivational variables that attract and pull the expatriates to work in a particular country (e.g., Dickmann, 2012; Hippler, 2009; Tharenou & Caulfield, 2010). Research studies showed that SIEs attracted and encouraged to accept the international assignment in developed countries due to promising stability, security and greater lifestyle (e.g., Al Ariss & Ozbilgin, 2010; Tharenou, 2010). Doherty et al. (2011) in their study found that 14 out of 34 valuable motivational factors related to the host country location attractions such as host country reputation and the acceptance of foreign employees.

Therefore, the host location is considered one of the most important motivational factors that attract and motivate SIEs to accept working and living in a different country and also considered a key determinant factor that drive the willingness of individuals to accept the international assignment.

2.2.1.1 Self-Initiated Academic Expatriates

Academic expatriates are categorized as self-initiated expatriates who intend to move abroad seeking better job opportunities on their own initiative (e.g., Richardsons, 2006; Selmer & Luring, 2010). Lately, there is increase in number of academic SIEs seeking new work experience outside their country of origin (e.g., Howe-Walsh & Schyns, 2010; Trembath, 2016). Academic SIEs are more transient, working outside their home countries, than at any other time in the history of academics (Romanowski & Nasser, 2015).

The internationalization of higher education has led to increasing interest among academic SIEs to move abroad (e.g., Richardson & Mallon 2005; Selmer & Luring 2010). These academics have been found to be encouraged by three main dominant motivations namely, adventure, financial reasons, and life change and family (Richardson & Mallon 2005). In this regard, academic SIEs are highly employable in the global marketplace due to their skills and knowledge on specific subject matters (Selmer & Luring, 2010). This is because of the increased demand on the talented academics who are needed globally by the universities and other educational institutions such as colleges and universities as part of their internationalization effort to become world class universities (Dessoiff, 2011).

Accordingly, more than 25% of the faculties' around the world consist of foreigners (Top Universities, 2014). Nevertheless, despite of the ever-increasing

number of academic SIEs working within the international educational sphere, research studies to date has been very limited to identify and address the main reasons standing beyond their fast-rising trends (e.g., Selmer & Luring, 2009; Trembath, 2016).- Surprisingly, the review of the expatriate literature showed a lack of clarity on the definition of academic SIEs despite the increasing number of academics travelling abroad (Trembath, 2016).

To date, majority of research studies built a body of discussion and focused more on the organizational form of expatriates (e.g., Al Ariss & Ozbilign, 2010; Sri Ramalu, 2010). SIEs and academic SIEs in particular are less known group in the expatriate literature, despite the increasing number of this group of individuals moving abroad for more than three decades (e.g., Al Shammari, 2013; Danisman, 2017; Richardson & Wong, 2018; Slemer & Luring, 2011; Trembath, 2016).

In addition, many scholars and researchers who were interested in studying and focusing on this group of people followed same data that have been written previously by scholars and researchers but through different lenses (e.g., Al Shammari, 2013; Richardson, 2006; Richardson & McKenna, 2000; Richardson & Zikic, 2007; Richardson & Mallon, 2005; Selmer & Luring, 2010; Trembath, 2016). Therefore, the narrow focus of the expatriate literature on academic SIEs have resulted in dearth of knowledge in this field of research.

The motivational factors for academic SIEs to move abroad vary but could be divided into four possible metaphors namely, architect, mercenary, explorer and refugee (e.g., Froese, 2012; Richardson & McKenna, 2002; Selmer & Luring, 2013). The architect refers to those academics who are motivated by job opportunities and development. The mercenary refers to those academics who are motivated to work

abroad in terms of financial incentives. The explorer refers to those academics who are motivated to explore the other side of the world. Finally, the refugee refers to those academics who are motivated to seek better career and life outside the country of residence.

Howe-Walsh and Schyns (2010) in their study found that academic SIEs are motivated and encouraged to expatriate due to reasons related to personal concerns in following a partner or a relationship, having and joining a different career in a different country especially when the reality of life and career conditions in the home country was not satisfied, and also because of their desires and interests to migrate to a particular country with regard to explore different kinds of experiences in a different culture.

Besides the motives for career advancement (Selmer & Luring, 2010), the financial motive is also considered as one of the most influential motivational factors in expatriation decisions (Richardson & McKenna, 2006). Financial incentive is considered as one of the strongest predictors that motivate academic SIEs to accept the international assignment (Carr et al., 2005; Selmer & Luring, 2010). The motivational factors that influenced academic SIEs to work in developed countries have been widely addressed and studied (e.g., Andresen et al., 2015; Inkson et al., 1997; Richardson, 2006; Richardson & McKenna, 2006), whereas in contrast, limited research have been conducted among academic SIEs in the developing countries such as Middle Eastern region (e.g., Al Shammar, 2013; Danisman, 2017; Richardson & Wong, 2018).

The increase of academic expatriates from all over the world teaching and researching in the Arab World, and specifically the Gulf countries has been unprecedented. For more explanation, in 1940 there were only 10 universities in the

Middle East, by the year 2000 there were 140 institutions and by 2007 that number had reached 260 (Mazawi 2000). For example, The UAE and Qatar established 40 foreign branches of Western universities during the same time period (Krieger, 2007), and that number has now doubled (Romanowski & Nasser, 2015).

In addition, the establishment of more than 100 new universities, colleges and other educational institutions in Saudi Arabia has been addressed recently. All of this has developed and created abundant of job opportunities for academic SIEs to join these educational institutions. However, the narrow focus and the limited research conducted on academic SIEs in the developing countries (e.g., Danisman, 2017; Richardson & Wong, 2018), and Arab world in particular leaves important gap in literature with regards to the nature of the motivational factors that attract and stand beyond academic SIEs to go abroad (Al Shammari, 2013).

Even more interesting is the establishment of foreign branches of Western universities in Arab countries such as Qatar, UAE, and Saudi Arabia, which, in turn, has led to an increase in the number of recruitments of faculty members from all over the world (Romanowski & Nasser, 2015). As mentioned earlier, host country location is greatly considered as one of the most important motivational factors that attract and encourage academic SIEs to move to a specific location seeking better life conditions and better work environment (e.g., Dickmann et al., 2008; Doherty et al., 2011; Thorn, 2009).

Due to the nature of this research, this study focuses and sheds light on male expatriates rather than on female expatriates. This study is conducted on one of the developing countries, Jordan, which the traditional gender roles align with the same traditional gender roles in other countries in the Middle East. Accordingly, the

traditional gender roles in Jordan make men the main breadwinners and confine women to certain jobs such as nurses and teachers (Mutlaq, 2016).

In lines with this, the Arab region scores lowest in the world in the percentage of women who work outside the country of origin, half the global average of about 50 percent, Jordan in turn, scores far below the regional average for female labor forces participation with just over 14 percent (e.g., Mutlaq, 2016; Spierings, Smits & Verloo, 2012). Therefore, the focus of this study is to be on male expatriates rather than the focus on both male and female expatriates as the overwhelming majority of expatriates moving abroad are considered males especially in the Arab world.

Surprisingly, the bulk of research on expatriates have concentrated on their initial movement to the host country or those expatriates who had the first experience of expatriation (e.g., Doherty et al., 2011; Inkson et al., 2007; Suutari & Brewster, 2000). However, very limited research studies have recognized the phenomenon of re-expatriation phase of expatriates or the reasons that influenced or attracted them to re-expatriate again to live and work in the host country after their repatriation to the home country as the reasons and the motivational factors may differ between the two different phases of expatriation (Tharenou & Seet, 2014; Ho et al., 2016).

Therefore, due to the limited and lack of research studies that focused on academic SIEs and the reasons and the dynamic nature for their re-expatriation intention after completing their international assignment abroad (Selmer & Luring, 2009; Trembath, 2016), this study focuses on the impact of specific home country push factors and host country pull factors on the intention to re-expatriate among academic SIEs after completing the overseas assignment and then repatriated to their home country.

2.3 Re-Expatriation Intention

The concept of re-expatriation is a new topic that appeared in the expatriate literature defined as the process where returnees/repatriates initiate an international move or the second subsequent experience of expatriation that involves departure from the home country on their own initiatives (e.g., Dorsch, Suutari & Brewster, 2013; Ho et al., 2016). Re-expatriation is also defined as the movement of individuals after the initial re-entry to their home country to another country which might be the country from where they came from (Tharenou & Seet, 2014).

Re-expatriation of individuals who are considered as a source of country development through their advanced knowledge, professional skills and international experience that obtained from working abroad is critical for the home country as they may lose these talented and skilled individuals to live and work in other countries. The skilled professional individuals/returnees may have high opportunities to be "transnational" in a phenomenon known as "brain circulation" as a result of their re-expatriations many times within their careers (e.g., Saxenian, 2005). The model in Figure 2.1 best illustrates the re-expatriation phase.

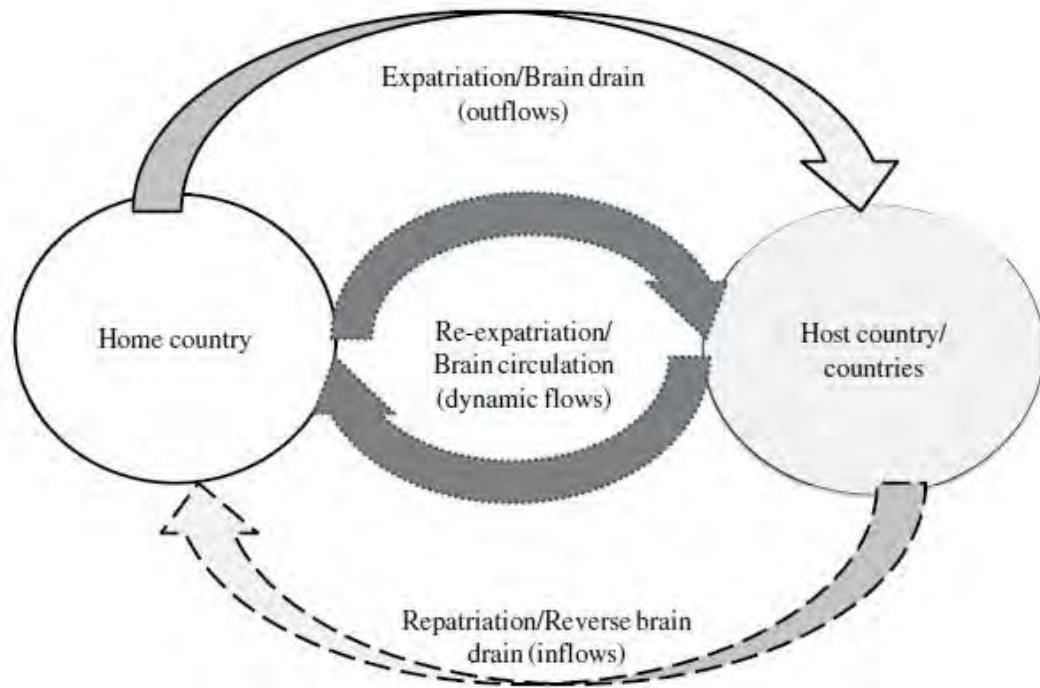


Figure 2.1
Conceptual model explaining brain drain, reverse brain drain, and brain circulation.
 Source: Ho et al. (2016)

Majority of research studies thus far concentrated on the talented individuals who have moved to live and work outside the country of origin (i.e., brain drain) (Tzeng, 2006). Similarly, significant number of research studies also have been conducted among those talented individuals who repatriated back to their home country bringing along skills and knowledge to their own home country (i.e., reverse brain drain) (e.g., Tharenou & Caulfield, 2010; Tzeng, 2006). Hence, repatriation is regarded as the final stage in expatriation phase (Ho et al., 2016; Tzeng, 2006; Zweig, Chung & Vanhonackor, 2006). Despite numerous research studies have concentrated on brain drain (expatriate) and reverse brain drain (repatriate), re-expatriation phenomenon however remained unexplored in the expatriate literature (e.g., Ho et al., 2016; Tharenou & See, 2014). This has resulted in lack of understanding on the

dynamic nature of the factors that influence their decisions to expatriate for the second time.

While abundance of research studies has focused on the reasons and motivations of employees travelling to live and work overseas (e.g., Carr et al., 2005; Jackson et al., 2005; Saxenian, 2005; Selmer & Luring, 2010), however, only a handful of research studies have investigated the reasons and the motivational factors for re-expatriation intention (e.g., Ho et al., 2016; Tharenou & Seet, 2014). Exploring the reasons driving individuals toward re-expatriation is critical for their home country as they can manage these reasons through appropriate policies and strategies that can facilitate the decisions of individuals to be retained and then contribute in the development of their country through their advanced knowledge and other advantages that obtained from working and living abroad.

The reasons and motivational factors could be related to various psychological and social issues experienced in their home country upon their repatriation or could be related to the changes developed in the expatriates' live (Ho et al., 2016; Tharenou, 2015). The reasons and motivational factors may differ and depending on whether these individuals were attracted to move abroad for the first time, or they planned to re-expatriate one more time after their repatriation. In addition, if individuals are more engaged and integrated in the home country professionally, psychologically, and socially, they are less likely to leave their countries (e.g., Tharenou & Caulfield, 2010), whereas if they struggled in dealing with life conditions in their home country, they would re-expatriate.

It is found in the expatriate literature that adjustment after repatriation to the home country is more difficult and not easier than adjustment to the home country (e.g.,

Hyder & Lovblad, 2007). The U-Curve and W-Curve theories in this regard provided some explanation for several issues both expatriates and repatriates experienced after their expatriation or even after their repatriation to the home country. This theory of U-Curve includes four main phases of cross-cultural adjustment namely; honeymoon which occurs within the first two months of expatriation, culture shock which occurs between three to nine months after remaining in the host country adjustment that occurs between nine and twenty four months after expatriation, and mastery which usually occurs after two years of staying abroad (Liu & Lee, 2008). This phase reflects an enthusiastic and learning new things about the host country environment, and the excitement of meeting relative and family members and rejoining social life after their repatriation to the home country.

In addition, the W-curve model (Oberg, 1960) is an extension of the U-curve model and describes the main four previously mentioned phases experienced by repatriates after their return to the home country. These four phases are accompanied by strong affective responses which in turn, influence repatriates' readjustment to their home country environment.

In addition, Storti (2011) confirmed that both culture shock and reverse culture shock tend to follow both U-Curve and W-curve patterns. This phase occurs between three to nine months. After the excitement of returning home (i.e., honeymoon phase), repatriates in the next phase may start facing the differences between home and host countries and experiencing the daily difficulties and challenges of working and living in new environment. This in turn, may lead them to have a high level of disappointment and face hardships in re-entry such as reverse culture shock especially after remaining a long period of time abroad which as a result, may lead them to re-expatriate once

again. Figure 2.2 best illustrates the phases that experienced by repatriates once they return to their home country.

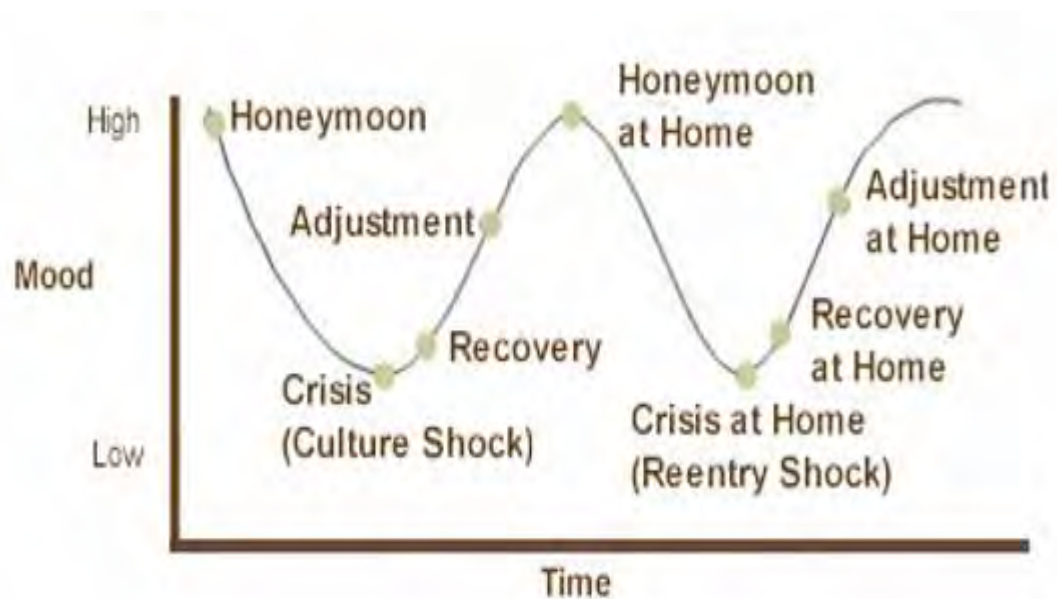


Figure 2.2
The W-Curve model of cross-cultural adjustment
 Source: Oberg (1960)

According to Tharenou and Seet (2014), reverse culture shock is one of the main obstacles and challenges faced by SIEs when repatriating from the host country who might in turn consider re-expatriation again to the host country. While the move of SIEs to live and work abroad is self-initiated (Inkson et al., 1997; Tharenou & Caulfield, 2010), research studies revealed that the reasons and the motivational factors of these individuals to re-expatriate are multidimensional and multivariate (Doherty et al., 2011; Thorn, 2009).

Froese (2012) in a study among 30 academic SIEs working in South Korea found that overseas experience, family ties, career conditions and dissatisfaction with the labor market in the home country are considered from the main important factors that

motivate and encourage these academics to move overseas for better life conditions. Doherty et al. (2011) in their study revealed that host country location and its reputation are significant motivating factors drive SIEs to move to a particular country suggesting that the willingness of making a decision toward moving to a particular country and characteristics of that country were primary drivers.

Nonetheless, the factors that motivate and attract SIEs to move overseas could be different and depending on whether they are moving abroad for the initial time (the first experience of expatriation), or back home from the host country after completing the international assignment (repatriation), or even leaving their own country after repatriation once again (i.e., re-expatriation) (e.g., Ho et al., 2016; Tharenou & See, 2014). Besides, the existing literature on the motivational factors for expatriation mainly focused and concentrated on SIEs from developed countries as mentioned earlier rather than focusing on the motivational factors driving (e.g., Jackson et al., 2005; Tharenou and Caulfield, 2010). Akram and Crowley-Henry (2013) suggested that the motivations for SIEs to move abroad vary from one context to another and from specific country to another.

Individuals usually re-expatriate to the same country which were they repatriated from. This is because they became more familiar with the host country life conditions and can deal with all differences and changes between both home and host countries (e.g., Ho et al., 2016). However, the decision to re-expatriate to a third country may bring more challenges and difficulties than remaining in the individuals' own country. This is because they cannot expect what the dynamic nature of the life conditions in a new country as they are not familiar with that country which in turn, might be worst than the challenges the repatriates experienced and faced in their home country. Hence,

more research is needed in diverse contexts to fully understand the international mobility motivations at various expatriation stages.

Based on these findings, this study focuses on the phase of re-expatriation among academic SIEs who experienced the first movement toward abroad and then had returned/repatriated to their home country. In addition, the current study also aims to shed more light on the dynamic nature of the reasons and the motivational factors that attract and encourage them to move abroad after having the first experience of expatriation.

2.4 Push-Pull Factors

In the expatriation literature, scholars and researchers have employed several approaches to better understand the motivational factors leading to expatriation (e.g., Inkson et al., 1997; Tharenou & Caulfield, 2010; Selmer & Luring, 2010). Push-Pull approach (Toren, 1976) is one of the approaches that is commonly used to study the expatriates' decisions to live and work abroad (Bierbrauer & Pedersen, 1996; Jackson et al., 2005; Zweig, 1997). Ho et al. (2016) in their study based on Push-Pull Theory (Toren, 1976) proposed a conceptual model to explain the re-expatriation intention among repatriates.

The model as shown in Figure 2.3 illustrates the effects of push-pull factors on the returnee's intention to re-expatriate for the second time. The model also proposed elements such as attitude, subjective norms, and the perceived behavioral control which underpin the Theory of Planned Behavior (Ajzen, 1991) will mediate the relationships between the push-pull factors and the re-expatriation intention among repatriates (Ho et al., 2016).

In addition, life dissatisfaction that experienced by the repatriates upon their returning from abroad could also mediate the relationships between push-pull factors and intention to re-expatriate. The findings of this quantitative study revealed three push-pull forces (see Figure 2.3) associated with both host and home countries that have significant impacts on the re-expatriation intention among returnees and possible mediating factors.

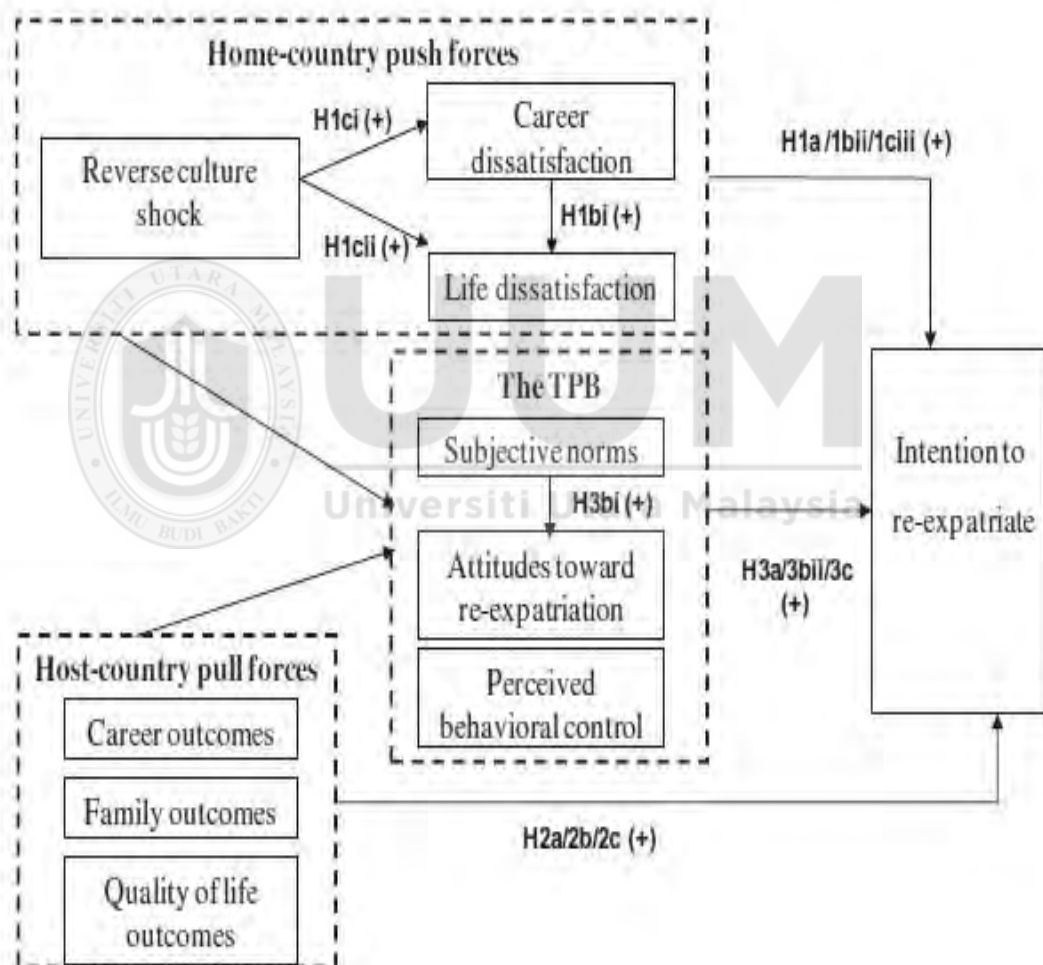


Figure 2.3
Conceptual framework explaining the returnees' intention to re-expatriate.
 Source: Ho et al. (2016).

Using the push-pull approach, Suutari and Brewster (2000) and Doherty et al. (2011) found that high unemployment rate and economic recession are considered from the push factors forcing individuals to move outside of their country of origin. On the other hand, the willingness to travel, financial incomes, career development and international experience found to be pull factors attracting individuals to accept the overseas assignment (e.g., Dickmann, Doherty, Mills & Brewster 2008; Froese, 2012). Similarly, Jackson et al. (2005) using the push-pull approach in identifying the motivational factors that derive New Zealand SIEs to move abroad found that lifestyle and family concerns to be the pull factors motivating them to move abroad. In addition, the same study found that cultural factors, economic recession and career issues are found to be the most influential push factors forcing and pushing them to move out of their home country.

In another notable study that employed the push-pull approach, Carr et al. (2005) revealed that economic and political factors tend to be push factors that forced individuals to go out of the home country as these factors reflect major aspects related to social and economic issues. Carr et al. (2005) also proposed that cultural factors can be classified as the pull factors motivating and encouraging individuals to move to a particular country. Therefore, based on the above discussion, the reasons that associate with the movement of individuals toward abroad vary and depending on the dynamic nature of the factors in both home and host countries.

This study focused on the push-pull approach to propose factors that motivating and encouraging academic SIEs who repatriated from abroad after completing their international assignment on the re-expatriation intention to live and work one more time in the host location country. Based on the literatures reviewed so far, financial

difficulties and re-entry hardships are proposed as the home country push factors that influence re-expatriation intention among academic SIEs after their repatriation to the home country. The next section focuses on financial difficulties and re-entry hardships as home country push factors among academic SIEs who repatriated from abroad after completing their international assignment.

2.4.1 Home Country Push Factors

By referring to the expatriation literature, push factors refer to the negative image and attitude that drive an individual to move away from the country of origin for a better life conditions such as high rate of unemployment, political climate and economic recession (e.g., Jackson et al., 2005; Toren, 1976). Push factors also refer to the negative conditions that experienced by a person in the home country such as unmet personal needs, financial difficulties, high unemployment rate and poor career conditions which lead him/her to escape to another country for better life conditions (e.g., Care et al., 2005; Cerdin, 2103; Toren, 1976). Therefore, the current study discusses financial difficulties and re-entry hardships as home country push factors to better understand the influence of such factors on the individuals' intention to re-expatriate once again.

2.4.1.1 Financial Difficulties

Push factors are clearly associated with the home country factors (e.g., Ho et al., 2016; Tharenou & Seet, 2014; Toren, 1976). Push factors are the exact reversal of the pull factors. The push factors could be financial issues, economic recessions and high unemployment rate (e.g., Carr et al., 2005; Jackson et al., 2005). The role of financial issues in decisions to leave an institution is most often investigated as the primary

reason faculty members leave their institution (e.g., Al-Omari, Qablan & Khasawneh, 2008).

This study focuses on financial difficulties as one of the main influential factors forcing and pushing academic SIEs to move abroad seeking for better future and better life conditions. Financial difficulties refer to any situation, event in which the process of gaining money such as goods and services causes the individuals to experience dissatisfaction and anxiety (Anderson, 2000). Financial issues are the main pushing factors in both home and host countries driving academic SIEs to go abroad (Schoepp & Forstenlechner, 2012).

Previous studies on factors that motivate academic SIEs to go abroad are often based on aspects related to financial issues and career outcomes (e.g., Selmer & Lauring, 2010). For example, Jackson et al. (2005) among other scholars such as Carr et al. (2005) and Cerdin (2013) found that lifestyle and family concerns are factors pulling individuals home, while financial, cultural and career outcomes are factors pushing them to leave their home country. Similarly, Thorn (2009) in his study revealed that professionals are motivated to go abroad due to financial aspects, culture, career and travel opportunity. In addition, Tharenou (2008) argues that individuals who believe that expatriation will bring various kinds of benefits in terms of financial conditions are more positive towards expatriation.

In the context of academic SIEs, it was found that majority of them are motivated and encouraged to move abroad due to reasons related to financial and economic issues (Sanderson, 2014). Hass (1991) found that financial difficulties in the home country is one of the most important factors forcing academic SIEs to move out of their own country seeking for better income and better conditions of life. In a recent study

conducted by Luring et al. (2014) among 428 academic SIEs from 60 different countries working in 5 Northern European countries found that financial reasons are considered one of the main reasons that drive and pull academic SIEs to move out from their country of origin to gain better payment and opportunities for better lifestyle.

The above findings are consistent with Theory of Push-Pull (Toren, 1976) that posits pull factors are the factors attracting, encouraging and pulling individuals toward moving abroad such as better lifestyle, career development and family concerns, while push factors are the factors that push and force these individuals to leave their country of origin to another country such as financial difficulties and career dissatisfaction.

McKenna and Richardson (2007) outlined that mercenary which related to the financial benefits such as salaries, rewards and benefits, or individuals who wished to move because of reasons related to maximize rewards such as salary, lifestyle, and status. Additionally, Schoepp and Forstenlechner (2012) in their study examined the role of financial factors on academic SIEs behaviours found that academic SIEs with a lower payment of salary abroad intend to leave rather than to stay in the host country as it may increase the level of stress, complexity and uncertainty.

Furthermore, Selmer and Luring (2012) in their study that focused on the reasons of expatriation among academic SIEs working in 35 universities in Northern Europe found that financial issues are considered the most influential factors that lead these individuals to decision toward expatriation as it may open the doors for better life conditions and better future. Therefore, academic expatriates are likely to be

motivated and encouraged by a different set of factors, which is predominantly based on financial issues.

In general, under-met financial expectations especially after repatriation lead to general life dissatisfaction of individuals. Expanding this perspective, Tharenou and Seet (2014) in their recent study suggested that inequitable financial payments during repatriation may even be a push factor away from the home country and result in turn, in being involved in further expatriation. This is because that repatriates may feel that the developmental outcomes of international assignments, advanced knowledge, and professional skills that obtained from working abroad are ignored and not valued by the organization which as a result, repatriation can become a challenging experience and lead to re-expatriation due to the dissatisfaction with life at home country (Caligiuri & Bonache, 2016). Therefore, changes and difficulties in financial payments between both home and host countries are considered a push factors driving repatriates for further expatriation.

Based on the above discussions, financial difficulties faced and experienced in the home country seem to be very important push factor that drive and force individuals to move out from their country of origin (e.g., Jackson et al., 2005; McKennan & Richardson, 2007; Selmer & Luring, 2010; Tharenou & Seet, 2014). However, the existing studies in the field of expatriation mainly focused on the push and pull factors that associated with academic SIEs movements for the first time, whereas little attention has been given on the influence of such factors on their re-expatriation intention (Ho et al., 2016) as the opportunity for employment and better financial benefits elsewhere can be more higher for academic repatriates due to their

international experience and professional skills that developed and improved while working abroad.

Therefore, there is a need to examine the impact of financial difficulties in the home country on the intention of academic repatriates to re-expatriate again as the reasons and the motivational factors may differ and depending on whether they decided to move overseas for the initial time (first experience of expatriation) or they experienced the differences between both home and host countries and then planned to re-expatriate one more time.

2.4.1.2 Re-Entry Hardships

Re-entry hardships refer to the negative feeling about life outcomes that expatriates faced and experienced in their country of origin since their departure from abroad (Szkudlarek, 2010). Re-entry hardships also refer to a sense of isolation and a lack of current behavioural understanding of the home country after returning from abroad (Hang-Wen & Liu, 2006). Re-entry hardships involve psychological withdrawal, complexity and emotional challenges the individuals may experience once they return to their home country especially after remaining for a long period of time abroad (Adler, 1981; Sussman, 2000).

Re-entry hardships are caused by the unexpected differences between both home and host cultures as experienced by expatriates upon their returning from abroad (Cieri, Dowling & Taylor, 1991). The expatriates have become distanced from the home culture, not only physically, but also socially and psychologically especially when they live and work abroad for a long period of time. These are not the only challenges and difficulties experienced by individuals after returning home, but also feeling of less freedom, conflicts, isolation, depression and anxiety, alienation,

loneliness and interiority are most common negative aspects the individuals experienced and faced in their home country once they repatriate (Christofi & Thampson, 2007; Gaw, 2000).

Research has found significant number of returnees leave their home country companies within the same year of their returning from abroad (Paula & Torre, 2017). For example, Black, Gregersen and Mendenhall (1992) in their study among American repatriates found that 42 percent of returnees quit their jobs after their return to their home country, while 74 percent of repatriates were not even expecting to join a job upon their return. In another related study, Lee and Liu (2006) reported that 79 percent of returnees/repatriates claimed that other companies obviously valued their knowledge and skills that they had obtained from working abroad during their international assignment.

Such challenges may result in dissatisfaction with home country conditions among returnees (Paula & Torre, 2017). In a recent study conducted by James (2018), using a sample of academic repatriates who were attracted to work in foreign universities, found that their adjustment back to their home country is found as a matter. Academics who return to their home university experienced less fit to their organization compared to their fit with their home organization before they had left (James, 2018).

Expatriates suffer from adjustment issues not only when they were overseas but also when they complete their international assignment and return to their home countries (Vidal, Valle & Aragón, 2007). This mismatch could be attributed to different reasons. These reasons can be the failure of expatriates to follow and recognize the changes in the home country during their expatriation and can be also

changes within expatriates and their failure to realize the changes occurring within themselves (Jassawalla, Connelly & Slojkowski, 2004).

Individuals upon their repatriation from abroad can experience different emotional phases starting from their departure to home country. These phases are explained by related theories such as the U-Curve model (Black & Mendenhall, 1991) and W-Curve model (Oberg, 1960). The W-Curve Theory explained that returnees within the first two months of repatriating home, they enjoy contacting with relatives and family members and enjoy rejoining social life which is known as honeymoon stage. However, returnees after that will start realizing the difficulties and the differences between home and host countries especially between three to nine months of their stay at home country which is also known as re-entry hardships stage as they will start coping with living in the new culture on a day-to-day basis (Black & Mendenhall, 1990, Oberg, 1960).

Therefore, if an expatriate adjusted to the culture, values and norms of the host country, it might be challenging to move back to the home country of origin. The longer the expatriates stay abroad, the harder it will be to have successful repatriation (Black & Gregersen, 1999). This as a result, may develop and create a reverse culture shock and then lead them to be less satisfied with life conditions at home and then may drive them to move again as a plan for better future conditions.

In this regard, repatriating to the home country after completing an overseas assignment may bring up number of hardships, challenges and difficulties for repatriates such as re-entry hardships include reverse culture shock, readjustment, re-joining career and social life, family and relative members once again (Ho et al., 2016; Tharenou & Caulfield, 2010). Expatriates while staying abroad are most likely to

change to adjust themselves in the home country (Hermans & Dimaggio, 2007). This change may lead to inappropriate repatriation expectations, which, in turn, may create complexity upon repatriation. This situation upon their repatriation, may lead them to feel uncomfortable, experience uncertainty, and feel they are in a new environment, which, as a result, may develop a high level of dissatisfaction in their home country (James, 2018).

Repatriates once completed their international assignment and back again to the home country somehow expecting to gain a number of benefits and advantages such as better environment and social ties (Tharenou & Caulfield, 2010). When the reality of such expectations is not met, it may lead to formation of negative image and a negative attitude about the life in general in the home country. These difficulties and hardships may eventually lead to re-expatriation intention as a plan in future (Lidgard, 2001; Ho et al., 2016).

This is prevalent particularly among academic SIEs as the opportunity for employment and financial incentives elsewhere can be much higher and can be more inclined to leave the organization when they experience unsatisfactory adjustment since their academic career (with international experience, advanced knowledge and professional skills) that obtained from working abroad can be very marketable outside the current employer (e.g., AlShammari, 2013; Jepsen et al., 2014).

A large and growing body of literature have examined and investigated the repatriation process of individuals. However, the repatriation of academics has not been broadly discussed and unnoticed so far (e.g., James, 2018; Robinson, 2016). In addition, it is not clear whether academic repatriates face and experience repatriation

issues such as re-entry issues and readjustment after completing their international abroad (Robinson, 2016).

To date, the expatriate literature has extensively reviewed the impact of re-entry challenges faced and experienced by repatriates upon their return from abroad after completing the international assignment (Caulfield, 2008; Gill, 2005; Paula & Torre, 2017; Tharenou & Caulfield, 2010). However, little is known how the re-entry hardships faced by repatriates might influence their re-expatriation intention (Ho et al., 2016). Therefore, there is a serious need to examine the impact of re-entry hardships that experienced in the home country after repatriation on the re-expatriation intention among academic SIEs who repatriated from abroad.

2.4.1.3 Life Dissatisfaction

Life dissatisfaction is described as the negative image or the general judgment of a person's whole life (Pavot & Diener, 2008). Accordingly, several aspects of life that individuals may not be satisfied with could potentially influence their decisions with regards to life and career (Gill, 2010). Such examples could be high unemployment rate, personal difficulties and general hardships (Selmer & Luring, 2012), discrimination practices at work (Fitzgerald & Howe-Walsh, 2008), financial reasons (Al Ariss & Ozbilgin, 2010), and life changes (Richardson & McKenna, 2002). These negative images and experiences in turn may force the individuals to have negative attitudes about the life and then lead them to escape to different environment for better life and the opportunity for change (e.g., Selmer & Luring, 2010; Tharenou & Caulfield, 2010).

Even those repatriates who spent at least one year outside the country of origin and returned because they were not satisfied with the life conditions in the host country

or have completed the international assignment may face re-entry difficulties (Szkudlarek, 2010) such as reverse culture shock and readjustment which might form negative attitude toward the home country (Christofi & Thompson, 2007). This negative attitude of remaining in the home country may potentially lead to high level of dissatisfaction with life and eventually motivate and encourage them to consider re-expatriation one more time (Ho et al., 2016).

According to the socio-economic push and pull model (Massey & Espinosa, 1997), a variety of environmental and individual factors may play significant roles in the decisions of individuals to move abroad or to remain in their own countries depending on their satisfaction or dissatisfaction with these factors. Individual difficulties and economic issues among other issues were found to influence the decisions of individuals to move overseas for better work and better lifestyles (Massey & Espinosa, 1997).

Related to this, individuals who accepted an international assignment may face difficulties like readjustment, rejoining family and friends, rejoining social life or even regaining their lifestyle in their home country once they repatriate (Tharenou & Caulfield, 2010). The negative impacts of these issues in the home country may affect the decisions of these skilled individuals to return to their own countries of origin (Lidgard, 2001) and may seriously consider re-expatriation one more time is a reasonable plan for their future and their families future (Ho et al., 2016).

Dissatisfaction with life aspects forces and pushes individuals to move away to leave their home country and to move to a particular country that can offer them better life conditions (Toren, 1976). For example, moving overseas for those highly skilled individuals who were not satisfied with personal development and other related issues

in their home country presents an opportunity for them to fulfill their needs and address their personal development (Inkson et al., 1997).

In addition, Froese (2012) examined the motivational factors and expatriation adjustment, using a sample of 30 academic SIEs working in South Korea. The findings of this study revealed that family relationships and unsatisfying labor market conditions in their home countries drove these academics to go abroad seeking better life conditions, whereas international experience and job conditions pulling them toward expatriation. Based on this study findings, family outcomes among other issues appeared to be significantly associated with the decision of academics to accept the international assignment.

In a related study involving 448 Finnish expatriates working overseas, Suutari and Brewster (2000) found that expatriates were not only pulled and encouraged by a number of motivational factors such as professional development and international experience obtained from working abroad, but also pushed and forced by factors such as poor employment opportunities and poor economic conditions in their home country.

Carr et al. (2005) developed a model based on five essential motivational factors that led individuals to expatriation, which were political, economic, career, family, and cultural factors. Political and economic factors were found to push and force these individuals outside their country of origin, whereas family and career factors pulled these skilled individuals to move abroad to gain better opportunities for family members and career development. In addition, Carr et al. (2005) proposed that cultural factors reflect pull factors that attract these individuals to move overseas for better life.

Aligned with this, Cerdin (2013) highlighted the same motivational factors that Carr et al. (2005) had suggested earlier, also found that political and economic factors led these skilled individuals to leave their home country. In addition, family and career-related outcomes in Cerdin's study were also associated with Carr et al. (2005) as Cerdin also found that these factors pulled individuals to move abroad for better opportunities for them and their families and career-related outcomes. Cerdin (2013) also proposed that the motives of cultural factors play significant role in pulling and encouraging these individuals toward moving to a specific host country which were unavailable in their home country.

Jackson et al. (2005) in their study as mentioned earlier, based on a sample of New Zealanders working overseas, found that numerous factors beyond five motivational factors including career, family, economics, culture and lifestyle affected their decisions to expatriate. These motivational factors had a significant impact on the decisions of these New Zealanders to be mobile and to also experience the life out of their country of origin. These factors as revealed included a better lifestyle and the opportunity for general development.

Therefore, factors such as family outcomes and better quality of life including lifestyle and general development have a significant impact on individuals' general life. The more the individuals are satisfied with issues related to family, economic, lifestyle, and general development, the more these individuals will be satisfied with general life which in turn, may lead them to contribute in the development of the country.

Similarly, Chappel and Glennie's (2010) study, based on the movement of highly skilled individuals from poor or developing to developed countries, revealed

that these skilled individuals migrated to a specific location because of several motivational factors which were unsatisfied in their home country such as a high salary, job opportunities, professional development, political instability, socio-economic conditions, and social networks, whereas the reasons that motivated and encouraged these skilled individuals to return home were identified and addressed as an improvement in life in the home country, belonging to the home culture, and specific goal achievements.

Based on these mentioned findings, life dissatisfaction appears to be a result of many difficulties and challenges that repatriates face and experience upon returning from abroad. These studies also predicted that life dissatisfaction could mediate the relationships between negative issues that repatriates face in their home country and their decisions about whether they remain or leave again. Nonetheless, more studies are needed in this field to better understand the dynamic nature of the motivational factors of individuals on their intention to re-expatriate and what affects their life upon their repatriation to the home country from abroad (e.g., Ho et al., 2016; Tharenou & Seet, 2014).

Thus, the focus of this current study is to examine the relationship between life dissatisfaction and re-expatriation intention among academic repatriates. This study also proposed the mediation effects of life dissatisfaction on the relationship between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention among academic SIEs who repatriated to their home country from abroad.

2.4.2 Host Country Pull Factors

Unlike push factors, pull factors refer to the advantages and the positive expectations such as better career opportunities, better life conditions, and skills development that motivate and pull individuals to expatriation (Toren, 1976). In addition, pull factors may include the need for job security, stability, resource scarcity and the need for better life and working conditions. Studying the reasons and the motivational factors of individuals for expatriation is highly complex as the motives may vary between these individuals and depend on the reasons for travelling and the location (e.g., Carr et al., 2005; Jackson et al., 2005; Selmer & Luring, 2010; Tharenou, 2008; Tharenou & Caulfield, 2010).

The reasons and the motivational factors for expatriates may also differ and depending on whether they move abroad for the first time or they have repatriated from abroad and then decided to re-expatriate again (Ho et al., 2016; Tharenou & Seet, 2014). Therefore, the current study discusses the impact of family outcomes and quality of life as host country pull factors on re-expatriation intention among academic SIEs who repatriated from abroad after completing their international assignment.

2.4.2.1 Family Outcomes

Family outcomes are considered among the main reasons and the motivational factors related to the benefits that individuals expect to obtain from their re-expatriation or even as a reason to expatriate (Carr et al., 2005; Doherty et al., 2011; Ho et al., 2016; Jackson et al., 2005; Tharenou & Caulfield, 2010). Family outcomes refer to the potential benefits and advantages that individuals may obtain for their family members (Ho et al., 2016; Tung, 2007). Family outcomes are addressed and documented in both the expatriation and migration literature to be strongly related to host country pull

factors and as a playing an important role in the decision of individuals to expatriate (e.g., Carr et al., 2005; Doherty et al., 2011; Jackson et al., 2005; Richardson, 2006; Selmer & Luring, 2010).

Family outcomes are among the strongest factors that lead an individual to move abroad and is supported by the Push-Pull Theory (Toren, 1976). Tenets of this theory refer to pull factors as those that encourage and motivate individuals to move away from their country of origin like better family conditions and a better lifestyle. Family factors can have a significant impact and are considered key factors in expatriation intention (Ho et al., 2016). In addition, the Theory of Family System (Minuchin, 1974) posits that the intention of individuals to move away out of the country of origin is influenced by factors related to spouses, relative and parents. Therefore, family-related outcomes can be significant barriers for making a decision toward expatriation.

For example, individuals may be responsible for taking care of their family and parents at home (e.g., Shaffer, Kraimer, Chin & Bolino, 2012) or provide a better future for their children (e.g., Carr et al., 2005; Jackson et al., 2005). However, family factors can be also sources of encouragement motivating professionals to expatriate (Richardson, 2006). To clarify, the encouragement from family can be seen from the view that the movement toward abroad or accepting the international assignment will bring a better future for whole family in terms of better education, better lifestyle, and better environment, especially for children (Carr et al., 2005; Ho et al., 2016).

Therefore, professional individuals will consider moving abroad if they expect better opportunities and benefits in regard family-related outcomes such as better financial support and better education for the whole family in the host country

especially when such relative opportunities and benefits were not available in their home country.

Accordingly, if individuals believe that moving abroad to work and live in a particular host country will bring with it a greater level of benefits and advantages to their families in terms of life and career, they would definitely re-expatriate especially if they were suffering from relative advantages in their home country after repatriation (e.g., Tharenou & Caulfield, 2010, Tharenou & Seet, 2014). In the expatriate literature, numerous research studies have studied the role of family outcomes in the lives of expatriates (e.g., Carr et al., 2005; Jackson et al., 2005; Tung, 2007).

Richardson (2006) in his study based on 30 British academics working in Turkey, Singapore, the UAE, and New Zealand found that family outcomes played a strong role in the decision of their expatriation intentions especially for their spouses and children. Tung (2007) pointed out that a better quality of life of a family is considered among the main pull and motivational factors driving and motivating individuals toward living abroad. The findings also revealed that individuals upon their repatriation suffered from issues associated with family-related outcomes among other issues which in turn, lead them to escape out of home country for better conditions of life for them and their families. As a result, family concerns are among the most influential motivational factors attracting and encouraging individuals to accept an international assignment and play an important role in making a decision toward moving abroad.

Professionals and skilled individuals, especially academic SIEs who have completed their international assignment and repatriated to their home country, may develop negative feelings regarding their lives in the home country about issues such

as readjustment and rejoining family especially after experiencing the differences in development between both home and host countries (Tharenou & Caulfield, 2010). In addition, factors related to family outcomes may vary from one place to another place and from one country to another country as Ho et al. (2016) and Carr et al. (2005) suggested in earlier studies.

In this regard, the need for more research studies is highlighted and addressed. Overall, academic repatriates who expect to gain different kinds of benefits for their families abroad may potentially be more likely and highly motivated to re-expatriate rather than remaining in their home country for a long period of time especially if the reality of situation in their home country in terms of family outcomes was unsatisfied (Ho et al., 2016; Tharenou & Seet, 2014). This is so, especially if they have repatriated from a more developed country than their own and they experience the differences in development between the two countries. Based on the expatriate literature, family outcomes are among the most significant and motivational factor that play a crucial role in the decisions of expatriates to accept an international assignment (e.g., Jackson et al., 2005; Richardson, 2006).

However, the expatriate literature received less attention on academic SIEs and the nature of the motivational factors driving them to go abroad. Most research studies on academic SIEs have extensively focused on those from developed countries in the first stage of expatriation circulation and very limited studies have been found and addressed on those academic SIEs from developing countries (e.g., Al Shammari, 2013; Danisman, 2017; Richardson & Wong, 2018). Family outcomes have a significant impact especially on individuals from developing countries due to the

limited outcomes that could be obtained in regard to family-related outcomes in such societies.

Additionally, few studies have been conducted on the factors affecting their decisions to move abroad not only for the first expatriation stage, but also for the intention of the third stage of expatriation circulation, which is called re-expatriation (Ho et al., 2016; Tharenou & Seet, 2014). Therefore, this current study focuses on examining the impact of family outcomes on re-expatriation intention among academic SIEs who repatriated to their home country after completing their international assignment.

2.4.2.2 Quality of Life

Quality of life is found in the expatriation literature as one of the motivational factors that encourage individuals to move abroad (Thorn et al., 2013). Quality of life is defined as the characteristics, values, norms, infrastructure and lifestyle of a country that improve the way you can live your life (Ho et al., 2016; Thorn et al., 2013). The migration and expatriation research have determined that individuals would be willing to move abroad or to accept an international assignment for various push and pull factors (e.g., Carr et al., 2005; Jackson et al., 2005; Ho et al., 2016; Toren, 1976).

As related to quality of life, several research studies have found quality of life is among the most motivating factors in the life of expatriates in terms of accepting an international assignment (e.g., Ho et al., 2016; Thorn et al., 2013; Tung, 2007). That is because better quality of life factors could include a variety of benefits for expatriates and their entire families (e.g., Ho et al., 2016; Wadhwa, Saxenian, Freeman & Salkever, 2009). The reasons for expatriation are associated with opportunities such as improved quality of life and personal career development (e.g., Scurry, Rodriguez

& Bailouni, 2013). Additionally, the main attraction factors of host countries relate mainly to their quality of life, lifestyle, and other economic issues especially for those academic expatriates who came from less developed countries (Siekierski, Lima & Borini, 2018)

For example, Wadhwa et al. (2009) found that Indians move to United States due to the better quality of life conditions compared to their home country. Similarly, professionals from Chinese were attracted and encouraged to move and then remain for a long period of time to New Zealand due to quality of life factors like safety, fresh air and better physical environment compared to their own country (Manying, 2006). In a related study, Thorn et al. (2013) in their study that examined the reasons of expatriation found that among many motivational factors, quality of life was considered to be the most significant key factors in the decision of professional New Zealanders to move abroad.

Sriskandarajah and Drew (2006) in their study clearly classified four main factors that motivate and encourage people to expatriation which are family ties, quality of life and lifestyle, overseas adventure and work. Similarly, Benson and O'Reilly (2009) argued that the most motivational factors that professionals decide to move abroad are related to better quality of life conditions and a better lifestyle. Therefore, factors such as quality of life including better lifestyle and better life conditions are considered key determinant factors driving individuals to move overseas.

From the academic SIEs point of view, Selmer and Lauring (2010) found that individuals and academic SIEs in particular accepted an international assignment due to have a better life environment. Richardson and Mallon's (2005) study based on

Britain academic expatriates also found that they are motivated to move abroad due to a life change. Similarly, a research study conducted by Cerdin and Pargneux (2010) based on the motivations of expatriation among French academic expatriates, revealed that quality of life is the most important in their decision for expatriation. Therefore, quality of life is a key determinant factor pulling and motivating academic SIEs to move abroad which in turn, can contribute in reducing stress and uncertainty that caused by expatriation and enhance them to adjust faster and perform more effectively during the international assignment.

The Push-Pull Theory (Toren, 1976) supports these finding, positing that individuals are pushed and forced to leave their own country because of several push factors such as undesirable life conditions, economic recessions and poor labour market whereas they are pulled and motivated to move to a specific host country due to several pull factors such as better quality of life conditions, better lifestyle, and career development.

In addition, expectancy Theory suggests that the willingness to relocate from individuals' own country to another country increases when these individuals estimate that the benefits and the advantages (e.g., higher standards of living and better environment for children) will exceed the costs of moving abroad (Fatimah, Yusliza & Surienty, 2013; Tharenou & Seet, 2014). Based on the above findings, professionals and academic SIEs in particular would be attracted and more willing to move to a specific host country because of a desire for a better lifestyle, better life conditions and better quality of life especially when such factors are not available in their home country.

Notably, individuals who live in places with a lower level of quality of life tend to move to other places that provide a better quality of life (Ewers & Shockley, 2018). From the repatriate's point of view, the most challenging part in their life is to adjust to a lower level of quality of life in their home country especially after experiencing the differences in development of both home and host countries in terms of better quality of life and better lifestyle. In addition, individuals who obtain a better quality of life can perform more effectively and thus better quality of life helps individuals to achieve better work outcomes (Buch, Hamann, Niebuhr & Rossen, 2014).

Therefore, understanding the influence and the dynamic nature of the factors such as quality of life on the decision of academic SIEs to consider their re-expatriation intention is important. This is particularly so for developing countries as studies on this particular group of expatriates remain chronically under-researched (Al Shammari, 2013; James, 2018; Richardson & Wong, 2018). In addition, the decision of skilled individuals from developing societies is significantly affected by factors such as better quality of life and better lifestyle rather their counterparts from developed countries.

However, most research studies focused on SIEs from developed countries rather than focusing on SIEs from developing economies (Doherty, 2013) which in turn, led to misunderstand the motivational factors driving them toward abroad. Hence, this current study focuses on examining the impact of quality of life as a host country pull factor on re-expatriation intention among academic SIEs who repatriated to their home country after completing their international assignment.

2.4.2.3 Psychological Well-Being

The psychological well-being concept is defined as the positive psychological functioning of individuals (Ryff, 1995). Psychological well-being also refers to the state of which an individual can function psychologically well enough to realize his/her true potential (Wang & Kanungo, 2004). According to the World Health Organisation (2011), psychological well-being refers to the state of well-being in which individuals realize their own potentials and can cope with their overall life situations. According to Tung (1981), psychological well-being is the psychological functioning that enhances individuals in utilizing their own skills to perform effectively.

In the expatriation literature, psychological well-being is a critical factor because a number of expatriates leave a host country before completing an overseas assignment due to psychological withdrawal (Shaffer & Harrison, 1998). In addition, poor psychological well-being and poor adjustment to a host country appear to be among the major reasons and difficulties that lead to assignment failures (Bhaskar-Shrinivas et al., 2005). In this regard, the major reasons of assignment failure are associated with uncertainty, stress, feelings of insecurity, and complexity experienced by expatriates in the host country (Forster, 1997).

If an expatriate feels stressed and higher level of complexity during expatriation, reducing stress and creating higher level of psychological well-being would greatly help (Wang & Kanungo, 2004). Therefore, the positive psychological functioning of individuals is considered highly important as the opportunity for expatriates to better re-strengthen and enhance their psychological well-being will be higher to complete their international assignments in a very effective way (Bader & Schuster, 2015; Wang & Kanungo, 2004).

Ryff's (1989) model suggested that six major dimensional aspects were related to positive psychological well-being. These aspects are first, positive relations with others that refers to trust and satisfaction of relationships between individuals. Second is self-acceptance that refers to the positive feeling of individuals toward themselves. Third is autonomy that refers to an individual's abilities to resist social pressures in certain ways. Fourth is purpose in life that reflects the goals that individuals have that make sense in their lives for living. Fifth is environmental mastery that refers to a sense of mastery in managing the surrounding environment of individuals. Sixth is personal growth that refers to the improvement and continued development of individuals.

Wang's (2002) model as shown in Figure 2.4 proposed that cultural, organizational and individual factors have a significant impact on the performance of expatriates through the mediation effect of psychological well-being. This model also proposed that social network characteristics will help to predict psychological well-being of expatriates.

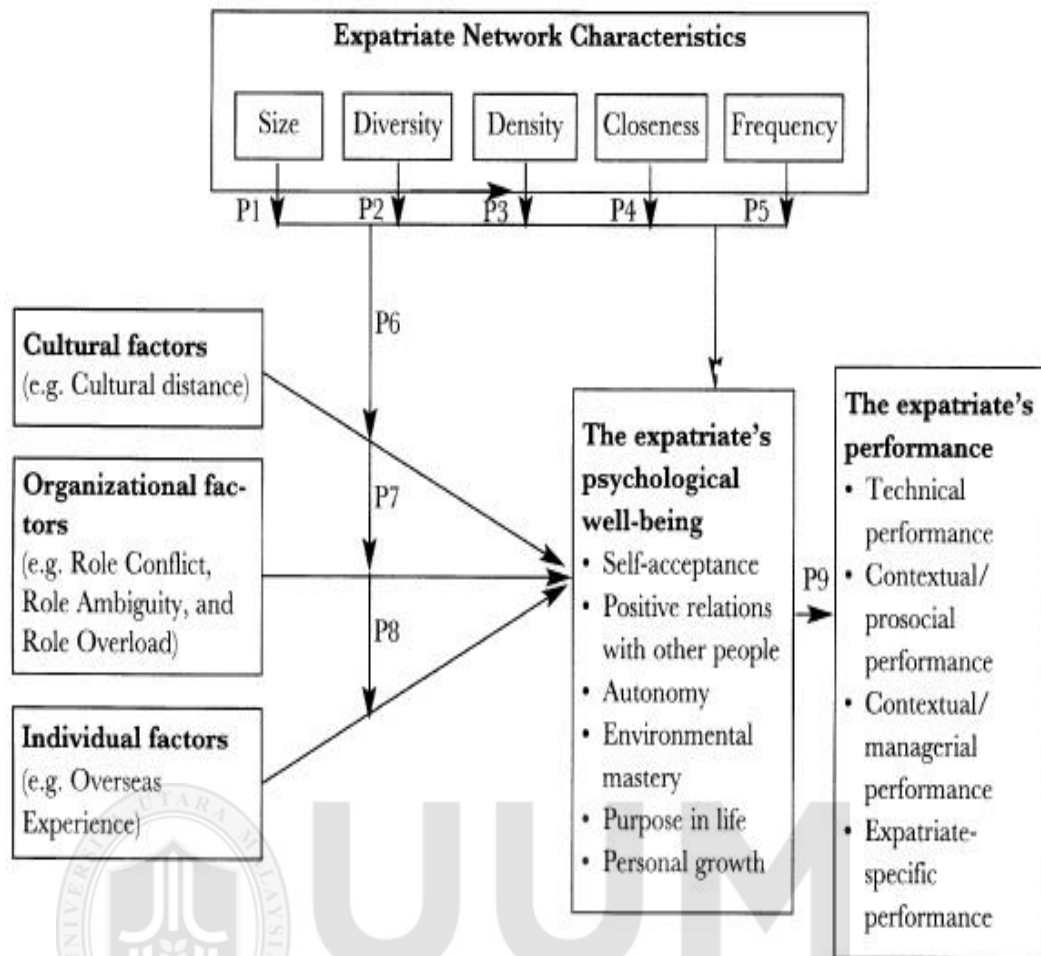


Figure 2.4
Conceptual model explaining the mediating effect of psychological well-being.
Source: Wang (2002)

Studies have been conducted to obtain a better understanding of the influence of psychological well-being on expatriate outcomes during an international assignment (e.g., Bader & Schuster, 2015; Wang & Kanungo, 2004; Wang, 2002). Wang and Kanungo's (2004) study on the relationship between expatriates' social network and their psychological well-being among a sample of 166 expatriates from different backgrounds working in China, revealed that psychological well-being is positively influenced by the social network interactions of expatriates.

Similarly, Bader and Schuster's (2015) study revealed that social network characteristics were positively related to their psychological well-being because

establishing a social network in a host country helped them to avoid stress and reduce complexity and uncertainty that caused by living in unfamiliar location. It also found that social support resources such as informational, instrumental, appraisal, and emotional support resources play important roles on the relationship between social network of individuals and their psychological well-being. Therefore, social support resources that individuals obtain during expatriation contribute to reduce stress and complexity and in turn, enhance the level of individuals' psychological well-being

Moreover, Wang (2001) examined the role of expatriate's social factors on their psychological well-being. This study also examined the influence of an expatriate's psychological well-being on his/her performance and interactions within a host country, using a sample of expatriates operating in China from Europe, North America and countries in Asia. The main findings of this study revealed that social aspects were significantly and positively related to the psychological well-being of an expatriate. In addition, social support resources were found to be important factors to enhance and increase the level of psychological well-being of expatriates. Psychological well-being was also found to mediate the effect of social factors on an expatriate's performance during the international assignment.

Therefore, psychological well-being is a fundamentally important factor that facilitates an expatriate's adjustment and his/her performance, which, in turn, leads them to complete their international assignment better and more effectively. It is also a strong predictor of the ability of expatriates to utilize their own skills to perform well and effectively during their international assignments (Tung, 1981). The poor performance of expatriates is not only the result of insufficient technical skills, but also the result of poor and lower level of psychological well-being (Tung, 1981). Tung

(1981) showed that even if an expatriate were properly selected based on his/her technical and managerial skills, poor psychological outcomes could affect their productivity negatively.

Expatriates with a high level of psychological well-being were found to show positive attitudes toward various situations in their lives (Ryff & Keyes, 1995). Expatriates who obtain enough and different kinds of support resources to reduce stress and uncertainty caused by difficulties such as cultural distance in a host country will have a higher level of psychological well-being than expatriates who do not (Tung, 1981). Research studies in this regard have justified the importance of psychological well-being of expatriates during the international assignment (e.g., Bader & Schuster, 2015; Tung, 1981; Wang & Kanungo, 2004; Wang, 2001).

Therefore, this current study proposed the mediation effect of psychological well-being on the relationship between host country pull factors (family outcomes and quality of life) and the re-expatriation intention among academic repatriates. Accordingly, it is not enough to focus on only the push and pull factors to predict whether these factors influence the intention of academic SIEs who repatriated from abroad to re-expatriates. Studying the mediation effect of psychological well-being is necessary to better understand the impact of psychological outcomes driving the behaviour of individuals.

2.5 Literature Gaps

The number of SIEs in the current era has grown and become more notable (e.g., Isakovic & Whitemann, 2013; Selmer & Luring, 2012) as a result of the globalization that has led many changes in the educational, social, and economic development (e.g., Al Shammari, 2013; Selmer & Luring, 2010). The trend of SIEs moving abroad is

higher compared to other groups of expatriates (e.g., Biemann & Andresen, 2010; Doherty et al., 2011) and the probability of an increase in the future is higher too (Selmer & Luring, 2012). It is remarkable in the expatriation literature that SIEs who are self-directed individuals have not received the same attention as OEs.

This, in turn, led to a lack of understanding of the dynamic nature of the factors that lead these individuals to expatriate (e.g., Froese & Peltokorpi, 2012; Tharenou & Caulfield, 2010). Thus, a serious need exists for more research studies to explore the reasons and the motivational factors that have contributed to the high trend of SIEs moving abroad.

Additionally, re-expatriation, which refers to the second experience of expatriation after repatriating to the home country (Tharenou & Seet, 2014), has received scant attention in the expatriate literature (e.g., Ho et al., 2016; Tharenou & Seet, 2014). Accordingly, individuals upon repatriation may experience negative aspects in their home country such as reverse culture shock and undesirable life conditions especially after remaining awhile in the host country. These individuals expect to obtain different sources of benefits and advantages upon their repatriation rather than facing negative issues in their home country as they advanced their knowledge and obtained professional skills and international experience while working abroad.

It is revealed that within the first three to nine months of repatriation, returnees face various issues associated with re-entry challenges including reverse culture shock, family concerns, difficulty in adjustment, and difficulty in rejoining new social life (Liu & Lee, 2008) which as a result may lead them to have a negative image about the life in the home country and then re-expatriation may consider as a future plan.

Most research studies in the expatriate literature thus far have concentrated on the first expatriation and on the motivational factors that encouraged them to expatriate (e.g., Froese, 2012; Jackson et al., 2005; Selmer & Luring, 2012). The limited research studies on re-expatriation intention have not sufficiently covered the reasons and the motivational factors of why individuals who have already completed their overseas assignment and then repatriated to their home country would desire to experience another movement toward abroad.

Therefore, a serious need exists for more research studies to explore the dynamic nature of the reasons and the motivational factors that influence individuals to re-expatriate one more time. That is because the motivational factors among individuals may differ and depending on whether they moved abroad for the first time or they have already experienced expatriation and have decided to re-expatriate to a host country one more time after their repatriation (e.g., Ho et al., 2016; Tharenou & Seet, 2014).

Thus, the current study addresses this gap by examining the relationship between the home country push factors (financial difficulties and re-entry hardships), host country pull factors (family outcomes and quality of life) and the re-expatriation intention among academic repatriates to a better understanding the influence of the relative factors on re-expatriation intention.

Moreover, the rapid growth of universities and other educational institutions across the world (Dessoff, 2011) has led to an increase in the number of academic expatriates seeking jobs in these universities (Cai & Hall, 2016). Accordingly, more than 25% of the academic members around the world could be classified as academic SIEs (Top Universities, 2014). However, the literature of expatriates shows few studies

on academic SIEs and the fast-growing trend of this group of skilled individuals seeking jobs abroad (e.g., James, 2018; Selmer & Luring, 2009; Trembath, 2016).

Most of the expatriation literature has mainly focused on the organizational form of expatriates (e.g., Al Ariss & Ozbilgn, 2010; Baruch, Dickmann, Altman & Bournois, 2013; Sri Ramalu, 2010). Therefore, more studies are still needed to fill the void in the literature in regard to establish the main reasons and the dynamic nature of the motivational factors that lead academic SIEs to move abroad not only for the first expatriation, but also for their re-expatriation intention.

Furthermore, this is among the few studies found in the expatriate literature examining the mediation effects of life dissatisfaction on the relationships between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention and the mediation effect of psychological well-being on the relationships between host country pull factors (family outcomes and quality of life) and re-expatriation intention among academic repatriates.

Psychological factors appear to have significant impacts on the decisions and behaviors of individuals (Groenewold et al., 2012). However, the literature has noted that difficulties and challenges in the home country such as reverse cultural shock, readjustment, rejoining social life, and rejoining families and relatives may affect the decisions of repatriates to stay (e.g., Ho et al., 2016; Tharenou & Seet, 2014). These challenges and hardships may produce negative impacts on repatriates emotionally and psychologically, which, in turn, may lead them to be unsatisfied with life in general in the home country and then may consider moving abroad one more time as part of a future plan.

In addition, previous research studies have examined the mediating effect of psychological well-being to predict its influence on expatriate outcomes such as performance, adjustment and effectiveness (e.g., Wang, 2002; Wang & Kanungo, 2004). In contrast, few studies have recognized the mediation effect of psychological well-being on the re-expatriation intention as the reasons for re-expatriation may differ on the first expatriation.

Therefore, this current study is to investigate the mediation effect of life dissatisfaction on the relationship between home country push factors, and the mediation effect of psychological well-being on the relationship between host country pull factors and re-expatriation intention among academic repatriates. In addition, the focus of this study is also to better understand the role of such psychological factors on the relationships between the study variables among individuals who already experienced the differences between both home and host countries.

Research studies thus far have mainly focused on academic SIEs who are operating in developed countries (e.g., Johnsrud & Rosser, 2002; Richardson & McKenna, 2003; Selmer & Luring, 2009). However, the expatriate literature contains few studies related to developing countries particularly in the Middle East region (e.g., Al Shammari, 2013; Bozionelos, 2009; Richardson & Wong, 2017). In the Middle East and the Gulf region in particular, the movement of academic SIEs is high (Finaccord, 2014, 2018). This is because of the increased establishment of many educational institution in the region.

This study was mainly conducted in one of the Middle Eastern countries, Jordan, for several reasons. First, it is observable that a high number of talented and skilled Jordanian academics are found within the higher education organizations around the

world (e.g., Al Shammari, 2013; Khasawneh et al., 2017). This is a result of several push factors experienced in their home country such as high rate of unemployment, social issue, economic recession, and high tax and oil prices (e.g., Moubaidin, 2018; Naseer, 2018).

Second, the phenomenon of Jordanian brain drain, who are considered valuable human resources for Jordan, has been recently recognized (Naseer, 2018). The movement of these talents abroad affected Jordan's economy and the higher education system negatively. However, these talents may re-expatriate if they are not satisfied with the conditions of life in Jordan upon their repatriation. Therefore, finding the reasons why repatriates make a decision toward re-expatriation will be critical for the Jordanian government in order to come up with variety of policies and strategies to help these repatriates to be retained in Jordan, which, in turn, help in the development of the country.

2.6 Underpinning Theory

In the expatriate literature, the reasons and the motivational factors that affect the decisions to expatriate or repatriate can be classified into push/pull forces. Accordingly, the Push-Pull Theory (Toren, 1976) posits that push forces are those factors that drive an individual to move out from his/her country of origin due to unfavorable conditions such as religious climate and poor employment condition, whereas pull factors are those factors that motivate these individuals to move to another country due to favorable conditions in host location such as social and economic factors.

In this regard, push factors refer to the negative aspects that lead individuals to leave their country of origin such as high rate of unemployment and general life difficulties,

whereas pull factors refer to the positive aspects that attract and encourage individuals to move to a particular country such as economic opportunities, career development, and better standard of living (Carr et al., 2005; Froese, 2012; Jackson et al., 2005; Toren, 1976).

The Push-Pull Theory can be utilized for the purpose of this study to better explain the intention of academic repatriates to re-expatriate one more time (Ho et al., 2016; Tharenou & Seet, 2014). The current study integrates the Push-Pull Theory (Toren, 1976) to explore the intention to re-expatriate from the perspective of push and pull factors that are associated with the lives of academic repatriates in general. Financial difficulties and re-entry hardships is presented in this study to be the home country push factors.

Family outcomes and quality of life are presented to be the host country pull factors in this current study. Accordingly, pull factors are based on the anticipation of favorable outcomes that expect to be obtained from the host country (e.g., Ho et al., 2016; Tharenou & Seet, 2014; Tharenou & Caulfield, 2010). Such examples could be career development, international experience, better career opportunity, freedom, better lifestyle, better financial incomes, cultural and social factors, and family concerns (e.g., Cerdin, 2013; Dickmann et al., 2011; Froese, 2012; Jackson et al., 2005; Toren, 1976). Based on above discussion, the Push-Pull Theory is to be utilized to better understand the effect of home country push factors on the re-expatriation intention among academic repatriates.

In addition, the Push-Pull Theory (Toren, 1976) has mainly been used to explain the reasons and motivational factors that influence individuals to move abroad or to stay in the host country without paying attention to the psychological factors that may

affect their decisions (e.g., Doherty et al., 2011; Ho et al., 2016). These psychological outcomes appear to not have been covered and or explained by Push-Pull Theory. In this regard, it is very important to understand the intention of re-expatriation through different psychological and social factors (Tharenou & Seet, 2014). Therefore, the current study focuses on utilizing the Social Capital Theory to better understand the role of social and psychological factors on re-expatriation intention among academic repatriates.

Social Capital Theory has been used in research in many disciplines related to social sciences such as economics, political, organizational, and psychological sciences (e.g., Adler & Kwon, 2002; Liu & Shaffer, 2005; Osman-Gani & Rockstuhl, 2008). Accordingly, Social Capital Theory refers to the ability of individuals to obtain a variety of support resources through social relations (Portes, 1998). According to Adler and Kwon (2002), Social Capital Theory refers to the goodwill available to individuals or groups. Its source lies in the structure and content of the actor's social relations.

In this regard, as argued, if relationships between individuals are satisfactory, then this satisfaction will contribute to the better development and maintenance of the relationships (e.g., Adler & Kwon, 2002). Therefore, a higher level of social support between individuals and organization would have a significant impact on the effectiveness, the performance and the adjustment of expatriates (Lee & Qomariyah, 2015; Liu & Shaffer, 2005).

Numerous studies have emphasized the importance of social capital on expatriate outcomes (e.g., Adler & Kwon, 2002; Liu & Shaffer, 2005; Osman-Gani & Rockstuhl, 2008). The relationship between expatriates and the social relations is

described by the Social Capital Theory as a channel to provide support resources such as emotional, instrumental, feedback, and informational support resources (Osman-Gani & Rockstuhl, 2008). These kinds of support resources help expatriates in reducing stress, uncertainty and complexity that expatriation causes, which, in turn, helps them to feel more satisfied psychologically and emotionally and then enhancing them to adjust faster and perform more effectively during the overseas assignment (Albrecht & Adelman, 1987; Bader & Schuster, 2015; Wang & Kanungo, 2004; Wang, 2002).

Therefore, Social Capital Theory is employed in this current study to better explain the relationships between the effect of psychological well-being and life dissatisfaction on the relationship between the study variables (i.e., financial difficulties, re-entry hardships, family outcomes, and quality of life) and the re-expatriation intention among academic repatriates.

2.7 Chapter Summary

This chapter reviewed the relevant literature about the concepts of expatriation, re-expatriation, academic expatriates and the relevant literature about factors influence academic expatriates' intention to re-expatriate. Two theories are utilized in this study namely, Push-Pull Theory and Social Capital Theory to explain the reasons of why academic repatriates intend to re-expatriate. In addition, this chapter identified some gaps on factors influencing the intention of re-expatriation, especially among academic repatriates who experienced the expatriation and then repatriated to their home country. Next chapter discusses the research methodology, development of hypothesis, research design and operational definitions. In addition, the instrumentation, and the

data collection including sampling, data collection procedures and techniques will be discussed.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

In this chapter, the research framework, the development of hypotheses, the research design, the operational definitions, the instrumentation, and the data collection including sampling, data collection procedures and techniques are extensively discussed.

3.2 Research Framework

Prior research studies have emphasized the importance of the re-expatriation intention (e.g., Ho et al., 2016; Tharenou & Seet, 2014), which is the main issue in this current study. In this current study, home country push factors (i.e., financial difficulties and re-entry hardships), host country pull factors (i.e., family outcomes and quality of life) are studied as independent variables, while life dissatisfaction and psychological well-being are studied as mediators and re-expatriation intention is studied as the dependent variable.

The model shown in Figure 3.1 illustrates the relationships among and between push-pull factors, life dissatisfaction, psychological well-being and re-expatriation intention. Financial difficulties as the first aspect of push factors is the predictor of life dissatisfaction and re-expatriation intention. Re-entry hardships as the second aspect of push factors is the predictor of life dissatisfaction and re-expatriation intention. Family outcomes as the first aspect of pull factors is the predictor of psychological well-being and re-expatriation intention. Quality of life as the second aspect of pull factors is the predictor of psychological well-being and re-expatriation intention. Life dissatisfaction as predicted in this study to be related to re-expatriation intention. Life

dissatisfaction is proposed to mediate the relationships between home country push factors and re-expatriation intention. Psychological well-being is also proposed to mediate the relationships between host country pull factors and re-expatriation intention.

The model of this research is based on the framework of Push-pull Theory (Toren, 1976) and the Social Capital Theory (Adler & Kwon, 2002).

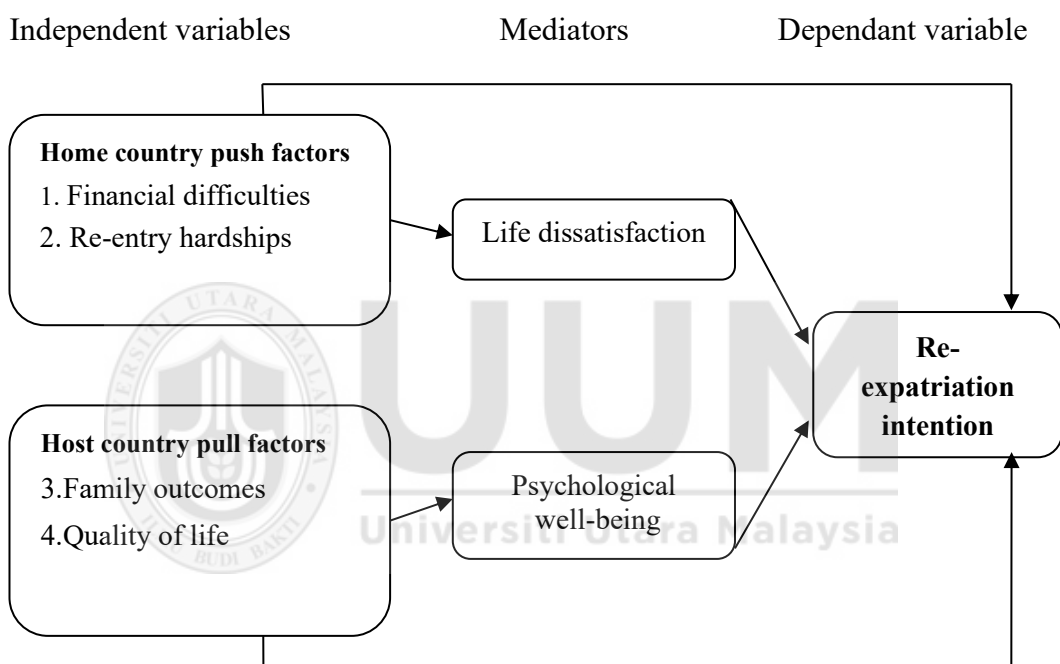


Figure 3.1
Research framework

3.3 Conceptual Definitions

The following section is concerned with briefly clarifying some important conceptual definitions related to the variables of this current study.

3.3.1 Re-Expatriation Intention

Re-expatriation intention refers to the second movement of expatriates abroad after their repatriation to their home countries (Ho et al., 2016). Re-expatriation intention also refers to desire of individuals who have completed their international assignments to return to a host country to live and work (Tharenou & Seet, 2014). In this study, re-expatriation intention refers to the desire of self-initiated academic expatriates to have another experience in a host country after completing an overseas assignment (Ho et al., 2016).

3.3.2 Financial Difficulties

Financial difficulties refer to any situation or event for which the process of acquisition for goods and services causes an individual to experience anxiety and dissatisfaction (Anderson, 2000). In this study, financial difficulties are defined as any situation or event for which the process of acquiring of money causes academic SIEs who have repatriated from abroad to experience dissatisfaction and anxiety (Anderson, 2000).

3.3.3 Re-Entry Hardships

Re-entry hardships refer to reactions such as reverse culture shock and readjustment that individuals experience after repatriating from abroad (Tharenou & Seet, 2014). In this study, re-entry hardships refer to reverse culture shock, rejoining family members and readjustment processes that academic SIEs who have repatriated from abroad experience during their re-entry to their home country (Tharenou & Seet, 2014).

3.3.4 Life Dissatisfaction

Life dissatisfaction refers to negative attitudes and negative images toward aspects on an individual's whole life (Pavot & Diener, 2008). With regard to this study, life

dissatisfaction is the negative images and negative attitudes that academic SIEs experience in aspects of their whole life in their home country (Pavot & Diener, 2008).

3.3.5 Family Outcomes

Family outcomes refer to the potential benefits and advantages that individuals may obtain for family members such as a better environment and education (Ho et al., 2016). In this study, family outcomes refer to the potential benefits and advantages that academic SIEs may obtain for their family members such as better education, better environment and a better place to bring up children in a host country (Ho et al., 2016).

3.3.6 Quality of Life

Quality of life refers to the characteristics, values, lifestyle and infrastructure of a country that improve the way in which individuals are able to live their lives (Thorn et al., 2013). In this study, quality of life refers to the characteristics, lifestyle, values, norms, beliefs and infrastructure of a host country that improve the way in which academic SIEs are able to live their lives (Thorn et al., 2013).

3.3.7 Psychological Well-Being

Psychological well-being refers to the positive psychological functioning of individuals (Ryff, 1995). Psychological well-being is also defined as the state of which an individual can function psychologically well enough to realize his/her true potential (Wang & Kanungo, 2004). In this study, psychological well-being refers to the positive psychological functioning of academic SIEs that could be obtained from their re-expatriation (Ryff, 1995).

3.4 Hypotheses Development

The following section discusses the development of the hypotheses. The hypotheses were formulated with the support of relevant literature in line with research questions and the objectives of this current study.

3.4.1 Home Country Push Factors and Re-Expatriation Intention

The willingness of individuals who have already returned from abroad to re-expatriate appears to be related to both push and pull factors (e.g., Ho et al., 2016; Tharenou, 2015; Tharenou & Seet, 2014), especially after experiencing the differences between both home and host countries. The expatriate literature has shown that several factors appear to be related to the intention of individuals to re-expatriate, which is the third stage of expatriation circulation (e.g., Ho et al., 2016; Tharenou & Seet, 2014).

Repatriates return home with a higher level of expectations that they may benefit from different aspects at home such as career and financial outcomes (e.g., Labrianidis & Vogiatzis, 2013, Tharenou & Caulfield, 2010). Financial difficulties refer to any condition or event during which the process of acquisition of goods and services causes an individual to face general dissatisfaction or anxiety (Anderson, 2000). When reality of situation in their home country did not meet their desires and expectation, a negative evaluation about the life as a whole in the home country will be developed (Tharenou & Caulfield, 2010).

This negative evaluation about the life in the home country may lead and drive these individuals to relocate in another country which could be the same country they repatriated from. This may be because they realized that international experience, skills development, and advance knowledge that obtained from working abroad were not valued in their home country (Ho et al., 2016; Tharenou & Seet, 2014).

In addition, repatriates may also face and experience re-entry hardships and difficulties after completing an international assignment once they return from abroad including reverse culture shock, readjustment and joining families especially after a long period of time abroad (Adler & Gundersen, 2007). Re-entry hardships refer to negative aspects associated with reverse culture shock and readjustment that individuals experience after repatriating to the home country (Tharenou & Seet, 2014). The challenges and difficulties that repatriates experience and face at home may contribute to a negative image about life (Szkudlarek, 2010). As a result, the negative image about these outcomes and aspects at home may lead them to consider moving toward abroad one more time in the future (Ho et al., 2016).

Accordingly, Jordanian repatriates as mentioned earlier faced several challenges and difficulties after returning from abroad. Such examples are reverse culture shock, readjustment, economic issues and high rate of unemployment, and rejoining social life and relative especially after recognizing the life abroad and the differences in the development between both home and host countries (Shenk, 2018). Jordanian repatriates who obtained international experience and skills development expect to have better life conditions in their home country. However, when the scenario of Jordan situation did not meet their expectations, a negative image about life in Jordan will be created and then the opportunity to re-expatriate may arise one more time (Shenk, 2018).

The relationship between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention is supported by Push-Pull Theory which posits that individuals are affected by various home country push forces such as social and economic issues which as a result lead them to escape out of the country of

origin (Toren, 1976). Several research studies have focused on push-pull factors that are associated with the stages of expatriation and repatriation of individuals (e.g., Carr et al., 2005; Jackson et al., 2005; Tharenou & Caulfield, 2010).

However, scant research studies have examined the relevant factors associated with their intention to re-expatriate, and the factors that influence individuals either to move abroad or to remain in the home country may differ between the stages of expatriation circulation (expatriation, re-expatriation) as revealed in the expatriate literature (e.g., Ho et al., 2016; Tharenou & Seet, 2014). Therefore, the following hypotheses are posited in this study to explore the influence of home country push factors (financial difficulties and re-entry hardships) on re-expatriation intention among academic repatriates.

H1: There is a positive relationship between financial difficulties and re-expatriation intention.

H2: There is a positive relationship between re-entry hardships and re-expatriation intention.

3.4.2 Home Country Push Factors and Life Dissatisfaction

Many economic, educational, political and social factors in the home country seem to push the individuals toward moving abroad (Carr et al., 2005; Ho et al., 2016; Toren, 1976). Unlike pull factors, push factors refer to negative issues that drive individuals to leave their own country (e.g., Jackson et al., 2005; Tharenou & Caulfield, 2010; Toren, 1976). The literature has revealed that push factors are often related to the home country of individuals (e.g., Ho et al., 2016; Toren, 1976).

Examples of home country push factors include career dissatisfaction, economic issues, social difficulties including readjustment and re-joining family and relative members (e.g., Carr et al., 2005; Selmer & Luring, 2012; Tharenou & Seet, 2014). These factors may affect their decisions, which, in turn, may enhance their desire to move abroad for a better quality of life and general improvement (Madrigal, 2013).

The current study focuses on financial difficulties and re-entry hardships as home country push factors. In previous studies, these factors have appeared to be among the most influential factors driving and forcing individuals to move abroad (e.g., Carr et al., 2005; Doherty et al., 2011; Jackson et al., 2005; Tharenou & Caulfield, 2010). The combined force of these factors may lead individuals to be dissatisfied with their lives in the home country.

Accordingly, financial difficulties appeared to predict a lower level of life satisfaction and, in turn, increase the level of stress and depression among individuals (Davis & Mantler, 2004). Likewise, the increased financial satisfaction is associated with lower level of depression and stress in the individuals' lives (Medgyesi & Zolyomi, 2016). Re-entry hardships including reverse culture shock, readjustment, and rejoining relative and family members might be challenging for individuals who repatriated from abroad because of the changes that happened during their international assignment and the differences in development in both countries which, in turn, might lead them to be unsatisfied and uncomfortable with the home country situation (Szkudlarek, 2010).

In regard to the Jordanian situation, Jordanian repatriates suffered from several aspects upon their repatriation such as lack of interest of their international experience, economic issues, and readjustment and restarting new social life (e.g., Al-Hump, 2018;

Shenk, 2018). In addition, Jordan is recently ranked as the highest and the most expensive country in terms of cost of living among Arab countries as reported by British Economic Magazine (Al-Hump, 2018). In turn, such these factors may lead Jordanian repatriates to have a negative attitude about life in Jordan. Further, it is reported that Jordanian repatriates experienced several challenges after returning to the home country (Shenk, 2018). These challenges include reverse culture shock, rejoining new jobs, and rejoining social life and relatives (Shenk, 2018). Such factors may lead Jordanian repatriates to be less satisfied with life in general in Jordan and then remaining in their home country is considered another challenge.

Social Capital Theory posits that individuals who obtain different kinds of benefits and support resources, the level of satisfaction and well-being will increase which in turn, allow and enhance them to adjust faster and perform more effectively during their career. In contrast to this, the lower the benefits and the support resources the individuals obtain, the higher the level of dissatisfaction will be developed (Adler & Kwon, 2002) which in turn, may lead to higher level of stress and anxiety and may influence their decisions to stay in their home country or to leave (Selmer & Luring, 2012).

In this regard, Ho et al. (2016) revealed that professionals who repatriated from abroad expect to obtain various benefits from working in their home country. When such expectations do not meet their desires, these repatriates may develop a negative attitude about the life itself in their home country, which, in turn, may lead them to be unsatisfied with life (Tharenou & Seet, 2014). Based on the above discussion, the following hypotheses are proposed to predict the relationship between home country

push factors including financial difficulties and re-entry hardships and life dissatisfaction among academic repatriates.

H3: There is a positive relationship between financial difficulties and life dissatisfaction.

H4: There is a positive relationship between re-entry hardships and life dissatisfaction.

3.4.3 Host Country Pull Factors and Re-Expatriation Intention

Re-expatriation intention is the process of individuals to apply to move abroad one more time after their repatriation (Tharenou, 2015; Tharenou & Seet, 2014). The challenges and difficulties in the home country may play a strong role in the decision of individuals to re-expatriate (Ho et al., 2016). In addition, the movement of individuals abroad may be because they are motivated and encouraged by different aspects aligning with their inspirations such as family-related outcomes and better quality of life (e.g., Ho et al., 2016; Tharenou & Seet, 2014).

The pull factors refer to the benefits and advantages that individuals expect to obtain from the re-expatriation outcomes (Tharenou & Caulfield, 2010). The benefits and advantages that drive individuals to move abroad could be a better quality of life like security and safety, a better social environment and a better natural environment (e.g., Ho et al., 2016; Tharenou & Caulfield, 2010; Thorn, 2009), or family considerations like better education and environment for children, and a better place to rear their children (e.g., Doherty et al., 2011; Ho et al., 2016; Tung, 2007).

Despite of the nature of Push-Pull Theory as it is considered a general theory, it clearly posits that people are motivated to move abroad by various pull factors such as better life conditions and better family-related outcomes (Toren, 1976). Push-Pull

Theory also argued that individuals are encouraged and motivated to move abroad due to specific pull factors rather than the negative issues and the push factors that faced in their home country.

For example, Richardson (2006), based on academic expatriates working in different countries around the world, showed that family matters play a significant role in their decision to accept an international assignment. Another similar study conducted by Selmer and Luring (2010), based on academic SIEs working abroad, revealed that family outcomes among other motivational factors were associated with their willingness to move abroad specially when such outcomes were unavailable in the home country organisations. Further, Wadhwa et al. (2009) revealed that the movement of individuals abroad was because of a better quality of life for the expatriates and their families. Similarly, Thorn et al. (2013) found that quality of life was considered a key factor for the decision of an individual to move abroad.

By referring to the Jordanian situation, Jordanian academics moved abroad seeking better life conditions such as better family and life quality outcomes and career development (e.g., Al-Hump, 2018; Khasawneh et al., 2017; Shenk, 2018). This is because of the lack of such conditions in Jordan (Salama, 2011). Their repatriation to the home country as revealed is considered a new challenge and a difficult life-cycle stage in their lives due to various negative aspects such as high rate of unemployment, and economic and social issues (Shenk, 2018).

Jordanian academic repatriates who worked abroad and obtained international experience and skills development and advanced their knowledge may have a negative attitude about the home country conditions especially if they were not valued in their home country. When reality of situation in Jordan does not value their unique skills

and international experience that obtained from abroad, the intention to re-expatriate one more time may consider for better life conditions such as better quality of life and better family outcomes (Shenk, 2018). Therefore, the following hypotheses are posited to explore the relationship between the host country pull factors including quality of life and family outcomes and re-expatriation intention among academic repatriates.

H5: There is a positive relationship between family outcomes and re-expatriation intention.

H6: There is a positive relationship between quality of life and re-expatriation intention.

3.4.4 Host Country Pull Factors and Psychological Well-Being

Based on the expatriate literature and related theories, pull factors refer to the factors that attract individuals and encourage them to move abroad to benefit from advantages such as career and cultural outcomes, social and psychological factors, better quality of life and family-related outcomes (e.g., Ho et al., 2016; Tharenou & Caulfield, 2010; Tharenou & Seet, 2014; Toren, 1976). Host country pull factors such as better family outcomes and better quality of life are key factors in the decisions of individuals to move abroad (e.g., Doherty et al., 2013; Richardson, 2006; Tung, 2007; Thorn, 2009).

Psychological withdrawal of expatriates in the host country appeared to be related to assignment failure (Bhaskar-Shrinivas et al., 2005) which led to higher levels of stress and anxiety during the international assignment. Better family outcomes as revealed in the expatriate literature is appeared to encourage individuals to expatriate especially when such outcomes are not available in their home country (Ho et al.,

2016). Therefore, family outcomes might increase the level of psychological well-being of expatriates and then contribute to faster adjustment and perform in a very effective way during their international assignment as such of these factors are considered support resources that enhance individuals psychologically and emotionally abroad.

In addition, quality of life is appeared in the expatriate literature to be associated with host country pull factors (Ho et al., 2016). It is found that the high level of quality of life obtained from abroad lead to a high level of psychological well-being which, in turn, motivate individuals to adjust faster and complete their international assignment effectively (Aryee & Stone, 1996). This is clearly explained by Social Capital Theory (Adler & Kwon, 2002) which posits that individuals who receive and obtain support resources such as family outcomes and quality of life including better standard of living and better education for children are psychologically and emotionally motivated to accept the international assignment.

Several aspects were experienced in the host country such as unsatisfied social needs or feelings that are separated from the home country culture can negatively influence the psychological well-being of an individual. Conversely, the benefits and the positive aspects in the host country play a significant role in the psychological well-being of individuals (e.g., Lee, Koeske & Seles, 2004; Mori, 2000).

The movement of Jordanian academics toward abroad has been addressed due to several reasons that associated with economic, social, and psychological factors were experienced in their home country (Salama, 2011). Additionally, individuals from Jordan are more likely to leave their work because of various issues associated with lower family support (e.g., Al-Hussami, Darawad, Saleh & Hayajneh, 2014).

It is reviewed that Jordanian academics who repatriated to their home country have a greater psychological withdrawal and their family members as well (Salama, 2011). The reasons are aligning with the differences in development and the lifestyle and other issues such as family-related outcomes and quality of life between home and host countries (e.g., Salama, 2011; Shenk, 2018). These factors have a significant impact on Jordanian repatriates and influence them psychologically when such relative factors are unavailable in their home country. Therefore, factors such as better family outcomes and better quality of life may lead to a higher level of psychological well-being among Jordanian academics abroad especially when such factors are not available in their home country.

In line with this, the positive impact of the motivational factors in the host country can contribute to a higher level of psychological well-being, which, in turn, can lead to better adjustment and greater performance during the international assignment (Lee et al., 2004). Several research studies in the expatriate literature have recognised the influence of host country pull factors on the psychological well-being of expatriates during an international assignment (e.g., Bader & Schuster, 2015; Li & Rothstein, 2009).

For example, Bader and Schuster (2015) revealed that a higher level of emotional and informational and other support resources provided to an individual during an international assignment lead to a higher level of psychological well-being. Therefore, the more attractive factors in a host country, the higher the psychological well-being is of expatriates who move abroad (Wang & Nayir, 2006). Thus, these findings reasonably lead to following hypotheses that explore the relationship between host

country pull factors (family outcomes and quality of life) and psychological well-being among academic repatriates.

H7: There is a positive relationship between family outcomes and psychological well-being.

H8: There is a positive relationship between quality of life and psychological well-being.

3.4.5 Life Dissatisfaction and Re-Expatriation Intention

The life dissatisfaction of expatriates is a result of many factors in their home country (e.g., Jackson et al., 2005; Toren, 1976; Tharenou & Seet, 2014). Such factors could be low income, negative career outcomes, high rate of unemployment, dissatisfied with social relationships and economic factors (Carr et al., 2005; Cerdin, 2013). Life dissatisfaction is considered a key motive for the expatriation of skilled individuals who move abroad (e.g., Richardson & Mallon, 2005; Suutari & Brewster, 2000).

In this regard, the Push-Pull Theory (Toren, 1976) posits several push factors in home country that may lead individuals to develop a negative image of life, which, in turn, lead them to move away from their country of origin. In addition, push factors including life dissatisfaction may affect the intention of repatriates to re-expatriate when conditions of life in their home country do not meet with their expectations and desires.

In Jordan, academic repatriates after returning to their home country pointed out several issues experienced upon their repatriation (Salama, 2011). The major challenges they faced are associated with re-entry experiences such as reverse culture shock, general readjustment, rejoining relatives and social life, and high rate of

unemployment (Shenk, 2018). They also revealed that these challenges led them to be dissatisfied with overall life in Jordan. Accordingly, Jordanian academic repatriates expect to obtain better opportunities in Jordan especially after developing their own skills, advanced their knowledge, and obtaining overseas experiences. When reality of situation in Jordan did not meet their expectations, greater dissatisfaction with life among these repatriates is developed (Shenk, 2018), which, in turn, may create a negative attitude about remaining in Jordan and then the opportunity to leave the country may arise one more time for better life outcomes.

In this regard, Social Capital Theory (Adler & Kwon, 2002) posits that the amount of support resources and advantages the individuals obtain from a particular organization, a decrease in the level of dissatisfaction will be developed which in turn, enhance them to adjust faster, utilize their advanced knowledge, and perform more effectively. In contrast, when reality of support resources such as financial and social issues were unavailable at a particular organization, the dissatisfaction with life will be higher as a result of stress, complexity, and uncertainty that caused by this dissatisfaction.

Despite a large number of studies that have focused on the reasons of the first expatriation among individuals (e.g., Cerdin, 2013; Doherty et al., 2008; Suutari & Brewster, 2000), a limited number of research studies have examined their intention to re-expatriate after returning from the host country (e.g., Ho et al., 2016; Tharenou & Caulfield, 2010; Tharenou & Seet, 2014). Accordingly, the argument in the literature is that the motivational factors for moving overseas may impact expatriates differently based on whether they have moved for the first time toward expatriation or

have returned to their home country and then have decided to re-expatriate (Ho et al., 2016; Tharenou & Seet, 2014).

As mentioned earlier, Ho et al. (2016) examined the relationship between dissatisfaction with life in the home country after completing an international assignment and the intention to re-expatriate. They found that SIEs were willing to re-expatriate abroad because of dissatisfaction with life in their home country. Similarly, Tharenou and Seet (2014) examined the factors affecting Chinese students after repatriating to their home country. The findings revealed that the difficulties on re-entry process like readjustment and reverse culture shock pushed these individuals to consider re-expatriation. Therefore, life dissatisfaction in the home country has a significant impact on repatriates which as a result may lead them to re-expatriate one more time.

When SIEs repatriate from a host country, they expect several benefits from the process such as strong social ties, better financial income, better career opportunity, and better environment in the home country (e.g., Tharenou & Caulfield, 2010). Accordingly, these individuals may become shocked when such reality does not meet their expectations (Begley, Collings & Scullion, 2008). If this occurs, then a negative attitude toward repatriating home country may be developed (Lidgard, 2001), which, in turn, may result in a plan to re-expatriate to the same host country or to another (Ho et al., 2016). Therefore, these findings contribute to the formulation of the following hypothesis to explore the relationship between life dissatisfaction and the re-expatriation intention among academic repatriates.

H9: There is a positive relationship between life dissatisfaction and re-expatriation intention.

3.4.6 Psychological Well-Being and Re-Expatriation Intention

Psychological well-being is being addressed by the amount of support resources that the expatriates could obtain from others in the host country (e.g., Bader & Schuster, 2015; Wang & Kanungo, 2004). Accordingly, the greater and the more informational, emotional, instrumental, and appraisal support resources the expatriates obtained from the host country with respect to cultural, norms, and values the greater the opportunity to adjust faster and interact effectively while staying in the host country (Caligiuri & Lazarova, 2002; Wang, 2002). This is clearly supported by the Social Capital Theory (Adler & Kwon, 2002), which posits that the more social relations with others in the host country, the greater opportunity for more benefits to be obtained, which, in turn, helps them to adjust faster and then enhances their lives during an international assignment.

After the completion of international assignment, expatriates return to their home country with reasonable level of expectations to be met (Tharenou, 2010). In this regard, the more repatriates are not satisfied with their expectations upon repatriation, the more they are psychologically and emotionally affected (Ho et al., 2016). This leads to predict that individuals with a high level of psychological well-being in the host country are directed to a higher level of intention to re-expatriate.

The movement of Jordanian academics toward overseas was due to psychological withdrawal of various economic and social issues (Salama, 2011). It is believed that enhancing their life conditions abroad through several factors such as economic and social outcomes, may reduce stress and complexity and then contributes to a higher level of psychological well-being. Therefore, experiencing the difficulties again in the home country among these repatriates may arise their intentions to re-

expatriate for better economic and social outcomes which, in turn, may increase the level of their psychological well-being.

Several studies have emphasized the importance role of psychological well-being on expatriate outcomes like job satisfaction (Bergbom & Kinnunen, 2014), effectiveness (Wang & Kanungo, 2004) and adjustment abroad (Wang, 2001) during an international assignment. As a result, good psychological well-being strongly enhances outcomes for expatriates during an international assignment and leads them to feel more comfortable while working and living in the host country (Wang & Kanungo, 2004).

The actual influence of the psychological well-being on the re-expatriation intention is still misunderstood as most of the literature that has examined the psychological well-being has focused on the first stage of expatriation. Thus, the following hypothesis explores the relationship between psychological well-being and re-expatriation intention among academic repatriates.

H10: There is a positive relationship between psychological well-being and re-expatriation intention.

3.4.7 The Mediation Effect of Life Dissatisfaction

After the completion of an international assignment, individuals return to their home country with a high level of expectation to obtain different benefits and advantages from their repatriation (Labrianidis & Vogiatzis, 2013). Accordingly, those individuals who repatriated from abroad with skills development, advance knowledge, and international experience may experience difficulties and challenges in their home country such as reverse culture shock, depression, alienation, career dissatisfaction,

and financial difficulties as revealed in several previous studies (e.g., Adler & Gundersen, 2007; Christofi & Thompson, 2007; Gaw, 2000; Tharenou & Caulfield, 2010).

This is also clearly explained by W-Curve Theory positing that within the first nine months of repatriation, individuals start suffering from re-entry hardships such as readjustment and reverse culture shock especially after experiencing the differences in development between both home and host country and it is remarkably higher among those individuals who repatriated from more developed countries to developing societies.

Several studies related to the expatriate literature have shown readjusting again to the home country culture is often more difficult than adjusting to the host country culture (e.g., Adler, 1981; Hyder & Lovblad, 2007). These difficulties and challenges may lead those repatriates to be generally dissatisfied and develop a negative attitude about the home country culture, which, in turn, may lead them to feel that life in the home country is unsatisfactory (Szkudlarek, 2010). These negative feelings about life in the home country may impact their decision to stay and they may consider re-expatriation as a plan for their future.

Aspects such as financial difficulties and re-entry hardships appear to be related to the willingness of individuals to leave their home country and seek better life outcomes abroad (e.g., Adler & Gundersen, 2007; Tharenou & Seet, 2014; Tharenou, 2015). Life dissatisfaction in general refers to a negative image of a person's entire life (Pavot & Diener, 2008). Life dissatisfaction, according to repatriates, often derives from several aspects that these individuals face in their home country such as financial

exigencies, poor career outcomes, and life changes (Al Ariss & Ozbiligin, 2010; Richardson & McKenna, 2002; Selmer & Luring, 2012).

These negative images about the different aspects in the home country may lead them to desire to escape to a different environment for better life outcomes and better opportunities for change (Selmer & Luring, 2010). In Jordan context, repatriates who completed their international assignment abroad shed light on the challenges and difficulties they experienced upon their repatriation. Financial difficulties, high rate of unemployment, reverse culture shock and readjustment were the most influential issues they experienced in their home country after their repatriation (Shenk, 2018). These issues create negative images about life in Jordan and drive them to be less satisfied with life conditions in Jordan (Shenk, 2018). As a result, such these issues may drive these repatriates to consider re-expatriation intention as a future plan seeking better conditions of life abroad (Shenk, 2018).

Therefore, the re-expatriation intention of these individuals represents a potential plan to eliminate all the obstacles and challenges experienced in the home country (Ho et al., 2016). Based on the above discussion, the following hypotheses are posited to explore the mediation effect of life dissatisfaction on the relationship between home country push factors and re-expatriation intention among academic repatriates.

H11: Life dissatisfaction mediates the effect of financial difficulties on re-expatriation intention.

H12: Life dissatisfaction mediates the effect of re-entry hardships on re-expatriation intention.

3.4.8 The Mediation Effect of Psychological Well-Being

Low psychological well-being in the host country appears to be a major reason for assignment failure (e.g., Bhaskar-Shrinivas et al., 2005) and individuals who leave the host country before completing an international assignment often do so because of aspects related to psychological withdrawal (Shaffer & Harrison, 1998). These aspects of assignment failure could be related to stress, uncertainty, and complexity that faced by these individuals during their stays in the host country (Forster, 1997). In this regard, psychological well-being is defined as the psychological functioning that enhances individuals in utilizing their own skills in an effective way (Tung, 1981).

Several studies have been conducted to better understand the positive influence of motivational factors on the psychological well-being of individuals (e.g., Bader & Schuster, 2015; Wang & Nayir, 2006; Wang & Kanungo, 2004). For example, Bader and Schuster (2015) revealed that social support resources like emotional, informational, appraisal, and instrumental support resources could have significant impacts on the psychological well-being of expatriates. This impact on psychological well-being could contribute to better adjustment, completion international assignment perfectly and may also contribute to willingness to stay in the host country for long period of time.

Similarly, Wang and Kanungo's (2004) study on the relationship between social network and psychological well-being found that psychological well-being was positively influenced by the social network interactions of expatriates, which, in turn, contributes to the reduction of stress, uncertainty, and complexity caused by expatriation and contributes to a higher level of performance and satisfaction. Therefore, the motivational factors in the host country have a positive impact on the

psychological well-being of expatriates (e.g., Bader & Schuster, 2015; Wang & Kanungo, 2004; Wang, 2001).

Social Capital Theory argues that the adjustment of expatriates and the effectiveness of performance are based on the amount of support resources (e.g., family, economic, and social support resources) these expatriates can obtain during their international assignment (Adler & Kwon, 2002). Therefore, such of these relative support resources can contribute in reducing all challenges the expatriates face abroad and enhance them to utilize their profession skills in a very effective way during the international assignment.

Jordanian academics initiate their movement toward abroad due to several economic, social, and psychological factors (Salama, 2011). Jordanian academics believe that their movement toward abroad contributes to enhance their life outcomes economically and psychologically (Salama, 2011). It is revealed that the differences in development and other social factors such as better family and better lifestyle abroad can reduce stress, uncertainty, and complexity that caused by expatriation and in turn, lead to a higher level of psychological well-being (Salama, 2011; Shenk, 2018).

Therefore, when repatriates experience negative issues in their home country that related to their life outcomes, the level of psychological well-being that experienced abroad will be affected and then the intention to re-expatriate may arise again for better life outcomes. Thus, when repatriates believe that re-expatriation will create a higher level of psychological well-being through different motivational factors such as a better quality of life and better family outcomes, they will be willing to re-expatriate especially if they have faced challenges in their home country (Ho et al., 2016).

Based on that, the following hypotheses are posited to explore the mediation effect of psychological well-being on the relationship between host country pull factors (family outcomes and quality of life) and re-expatriation intention among academic repatriates.

H13: Psychological well-being mediates the relationship between family outcomes on re-expatriation intention.

H14: Psychological well-being mediates the relationship between quality of life on re-expatriation intention.

3.5 Research Design

This study investigates the re-expatriation intention among Jordanian academic repatriates who have returned to home country after completing their international assignment abroad. Despite the numerous studies that have been conducted on the motives of academic SIEs for working abroad (e.g., Cai & Hall, 2016; Selmer & Luring, 2010; Trembath, 2016), clearly more investigations are needed to further the understanding of re-expatriation intentions among academic SIEs who repatriated from abroad as the research studies on academic SIEs who repatriated from abroad after completing their assignments are limited (James, 2018).

A research design is defined as a plan to collect and analyze the study data (Zikmund, Babin, Carr & Griffin, 2013). As Creswell (2009) argued, the research approach can be classified into qualitative, quantitative and mixed approaches. Accordingly, due to the nature of this study, the most appropriate method was found to be quantitative approach. As mentioned earlier, most research in the existing literature has used the quantitative approach especially in the area of expatriation.

Using a quantitative approach allows researchers to collect data from large sample size. Using a quantitative approach as Creswell (2009) pointed out, allows for the formulation of the research theoretical framework and also the generation of hypotheses.

For the purpose of this study, hypotheses testing permits the examination of the relationships of its variables. Studies can be exploratory in nature, utilize hypotheses testing and can be descriptive as Sekaran (2003) pointed out. Accordingly, studies that are undertaken when not much information is available about an issue are designed to be exploratory studies. Hypotheses testing is concerned with explaining the dynamic nature of a relationship or explaining the differences between groups. A descriptive study is undertaken when describing the dimensions of a variable or its characteristics in a particular situation.

Therefore, a hypotheses-testing study, which is also known as an explanatory study, is the most appropriate for this current research to better explain the relationships between the study variables (financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life, psychological well-being) and re-expatriation intention. In addition, hypotheses testing study also allows a better explanation of the variance in variable outcomes as Creswell (2009) pointed out.

For the type of investigation, the investigation type is relied on the research objectives. Accordingly, the type of investigation is grouped into two main types namely, causal study and correlational study. It is causal study when the study objectives mainly focus on the causes of the problem, whereas if the focus of the study objectives was on the relationship between specific variables, this type of investigation is called correlational study (Sekaran & Bougie, 2010).

Therefore, the type of investigation of the current study is correlational study as it mainly focuses on the dynamic nature of the relationship between the study variables (i.e., financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life and psychological well-being) and re-expatriation intention. Thus, correlational study is the current study investigation type.

In lines with this, the time horizon for such a study is grouped into two main methods: a cross-sectional study and a longitudinal study (Sekaran & Bougie, 2010). Accordingly, a cross-sectional study is done when the data are collected at a single point in time to provide answers for particular study questions, whereas a longitudinal study is to gather data more than once or over extended points in time (Sekaran, 2003). A cross-sectional method was employed for this study to collect data to answer the study questions to explore the re-expatriation intentions among Jordanian academic repatriates.

As Sekaran (2003) pointed out, a study setting is classified into three main settings, namely, field study, field experiment and lab experiment. Accordingly, those studies that have been conducted in a natural environment and proceeded in a normal way are labelled as field studies (Sekaran & Bougie, 2010). Therefore, since this study will be conducted among Jordanian academic repatriates who has return to home country, and no changes will be considered on the variables or the natural environment, this study utilizes the field study setting.

The unit of analysis is the major entity that is being analysed in a study. It is the 'what' or 'who' that is being studied (Sekaran, 2003). The quality level of a research study becomes greater and more valuable if information is provided from different sets of individuals (Sekaran & Bougie, 2010). In this regard, the current study focuses on

individual Jordanian academic repatriates who have returned to their home country after completing their international assignment abroad and then live in their home country. Therefore, based on the above discussion, research design for the current study is summarised in Table 3.1.

Table 3.1
Summary of Research Design

Research Design	Type
Research Approach	Quantitative Approach
Purpose of Study	Hypotheses Testing (Explanatory)
Investigation Type	Correlational Study
Time Horizon	Cross-Sectional Study
Study Setting	Field Study
Unit of Analysis	Individual Academic Repatriates

3.6 Operational Definitions

In this study, as shown in the theoretical framework in Figure 3.1, seven main variables are measured, namely, financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life, psychological well-being, and re-expatriation intention. The instrument to measure the study variables will be discussed in the next section.

3.6.1 Instrumentation

Testing the hypotheses and finding the answers for issues being investigated will not occur unless the variables are measured successfully. Instrumentation is very important in research as it the means through which the researcher sees, generalizes and analyzes an issue. In this regard, for the purpose of data collection, the questionnaire technique is used as main instrument tool in this study. The following section presents the operational definitions and the items for each construct that was measured.

3.6.1.1 Re-Expatriation Intention

Re-expatriation intention, which is the dependent variable in this study, refers to the process by which academic repatriates seek to have another experience in a host country (Ho et al., 2016). This variable is to be measured using five items. Three of which were developed by Tharenou and Caulfield (2010) from the intention to repatriate and the other two items were developed and adapted from questionnaire developed by Ho et al. (2016) from the intention to re-expatriate. These items were developed to better understand the intentions of individuals to re-expatriate to a host country and have been employed in several studies (e.g., Ho et al., 2016; Threnou & Caulfield, 2010).

Answers to these items used a 7-point Likert-type scale format with answers ranging from 1 = strongly disagree to 7 = strongly agree. A 7-point Likert scale format offers a large range of options and increases the variance in the underlining measure (Dillman, Smyth & Christian, 2014). The second and the forth items were reverse-coded items which were indicated by (R) as shown in Table 3.2. Therefore, the research variables used a 7-point Likert-type scale format. The Cronbach's alpha in previous study was 0.84 (Ho et al., 2016). These items are shown in Table 3.2.

Table 3.2
Measurement of Re-Expatriation Intention

No.	Items
1.	I intend to return abroad to live for a long period.
2.	I intend to stay in Jordan for a long period. (R)
3.	I plan to return abroad to live within the next two years.
4.	Even I have opportunities to return abroad to live, I will stay in Jordan. (R)
5.	If the opportunity arises, I will return abroad to live.

Source: Adapted from Ho et al. (2016)

3.6.1.2 Financial Difficulties

Financial difficulties are defined as any situation or event during which the process of the acquisition of money causes academic SIEs who have repatriated from abroad to experience dissatisfaction and anxiety (Anderson, 2000). This variable is presented in this study as a home country push factor. This variable was measured by using six items adapted from Hense (2016) using a 7-point Likert-type scale format with responses ranging from 1 = strongly disagree to 7 = strongly agree. This variable measures the financial difficulties among academic repatriates in the home country. These six items reported a Cronbach's alpha of 0.76 in a previous study conducted by Hense (2016). These items are shown in Table 3.3.

Table 3.3
Measurement of Financial Difficulties

No.	Items
1.	I am dissatisfied with the salary of academics in Jordan.
2.	Due to economic recession, the Jordanian Dinar is losing its strength in the global market.
3.	Due to growing inflation (rising cost of goods and services) in Jordan, I may not be able to save much for the future.
4.	I may not continue to be economically prosperous over the next 10 years in Jordan.
5.	I perceive I will not have a greater chance of financial success in Jordan.
6.	I perceive I will not have greater job security in Jordan.

Source: Adapted from Hense (2016)

3.6.1.3 Re-Entry Hardships

Re-entry hardships refer to reactions such as reverse culture shock, rejoining family members and readjustment that academic repatriates experienced during their re-entry to their home country (Tharenou & Seet, 2014). This variable is presented in this study as a home country push factor. This variable was measured by using sixteen items adapted from Seiter and Waddell (1989).

This variable was measured by using a 7-point Likert scale format with responses ranging from 1 = strongly disagree to 7 = strongly agree. This variable measures the re-entry hardships among academic SIEs after they repatriated to their home country from abroad. These sixteen items reported a Cronbach's alpha of 0.86 in a study conducted by Ho et al. (2016). These items are shown in Table 3.4.

Table 3.4

Measurement of Re-Entry Hardships

No.	Items
1.	When I returned to Jordan, people did not seem that much interested in my experiences abroad.
2.	Life was more exciting in the foreign culture.
3.	My friends seem to have changed since I have been gone.
4.	When I returned to Jordan, I felt really depressed.
5.	I had difficulty adjusting to my home culture after returning from abroad.
6.	Since I have been abroad, I have become more critical of Jordan culture's values.
7.	I miss the foreign culture where I stayed.
8.	I had a lot of contacts with members of the foreign culture.
9.	I feel like I have changed a lot because of my experiences abroad.
10.	When I returned to Jordan I felt generally alienated.
11.	My friends and I have grown in separate directions since I have returned to Jordan.
12.	Life in Jordan is boring after the excitement of living abroad.
13.	I miss the friends that I made in foreign country.
14.	Since I have been abroad, I have become more critical of my home culture's government.
15.	My friends and family have pressured me to "fit in" upon returning home.
16.	The values and beliefs of foreign culture are very different from those of Jordan culture.

Source: Adapted from Seiter and Waddell (1989)

3.6.1.4 Life Dissatisfaction

Life dissatisfaction is the negative attitudes that academic repatriates experience in all elements of their life in the home country (Pavot & Diener, 2008). This variable is presented in this study as a mediator on the relationship between home country push factor and re-expatriation intention. This variable was measured using life dissatisfaction questionnaire with five items adapted from Diener, Emmons, Larsen, and Griffin (1985).

The survey questionnaire is based on a 7-point Likert-type scale format with responses ranging from 1 = strongly disagree to 7 = strongly agree. This construct measured the level of dissatisfaction with life of repatriates in their home country. These items reported a Cronbach's alpha of 0.93 in Ho et al. (2016), 0.87 in Adler and Fagley (2005), and 0.86 in Steger, Frazier, Oishi and Kaler (2006). These items are shown in Table 3.5.

Table 3.5
Measurement of Life Dissatisfaction

No.	Items
1.	In most ways, my life in Jordan is not close to my ideal.
2.	The conditions of my life in Jordan are not excellent.
3.	So far, I have gotten nothing important I want in life in Jordan.
4.	I am dissatisfied with my life in Jordan.
5.	If I could live my life over, I would change many things.

Source: Adapted from Diener et al. (1985)

3.6.1.5 Family Outcomes

Family outcomes refer to the potential benefits and advantages that academic repatriates may obtain for their family members like a better education, a better environment and a better place to bring up children in a host country (Ho et al., 2016). This variable is presented in this study as a host country pull factor.

This variable was measured using three items developed by Tharenou and Caulfield (2010) and adapted from Ho et al. (2016). This variable was measured using a 7-point Likert-type response scale-with responses ranging from 1 = strongly disagree to 7 = to strongly agree. This variable measures the family outcomes among academic repatriates in foreign country. These three items reported a Cronbach's alpha of 0.92 in a previous study conducted by Ho et al. (2016). These items are shown in Table 3.6.

Table 3.6
Measurement of Family Outcomes

No.	Items
1.	Better opportunities for children's future.
2.	Better education for children.
3.	Better place to bring up children.

Source: Adapted from Ho et al. (2016)

3.6.1.6 Quality of Life

Quality of life refers to the characteristics, lifestyle, values, norms, beliefs and infrastructure of a host country that improve the way in which academic repatriates are able to live their lives (Thorn et al., 2013). This variable is presented in this study as a host country pull factor. This variable was measured by using four items developed by Tharenou and Caulfield (2010) and adapted from Ho et al. (2016). This variable was measured using a 7-point Likert-type scale format with responses ranging from 1 = to an extremely small extent to 7 = to an extremely large extent.

This variable measures the perceived quality of life among academic SIEs experienced in foreign country compared to their home country. These four items reported to have reliability of 0.74 in a previous study conducted by Ho et al. (2016). These items are shown in Table 3.7.

Table 3.7
Measurement of Quality of Life

No.	Items
1.	Better standard and quality of life.
2.	Better safety and security.
3.	Better lifestyle.
4.	More recreational activities.

Source: Adapted from Ho et al. (2016)

3.6.1.7 Psychological Well-Being

Psychological well-being refers to the positive psychological functioning of academic repatriates that could be obtained from their re-expatriation (Ryff, 1995). Psychological well-being is presented in this study to mediate the relationship between host country pull factors and re-expatriation intention. Psychological well-being was measured by using eighteen items developed by Ryff (1995) and adapted from Wang's (2001) scale. Using a 7-point Likert-type scale the responses ranged from 1= strongly disagree to 7= strongly agree. The third, fourth, sixth, ninth, tenth, twelfth, fourteenth and sixteenth items were reverse-coded items which were indicated by (R) as shown in Table 3.8. The Cronbach's alpha of psychological well-being items was 0.86 in Wang's (2001) study. These items are shown in Table 3.8.



Table 3.8
Measurement of Psychological Well-Being

No.	Items
Self-acceptance:	
1.	When I look to the story of my life, I am pleased with how things have turned out.
2.	I like most aspects of my personality.
3.	In many ways, I feel disappointed about my achievements in life. (R)
Positive relations with others:	
4.	Maintaining close relationships has been difficult and frustrating for me. (R)
5.	People would describe me as a giving person, willing to share my time with others.
6.	I have not experienced many warm and trusting relationship with others. (R)
Personal growth:	
7.	I think it is important to have new experiences that challenge how you think about yourself and the world.
8.	For me, life has been a continuous process of learning, changing, and growth.
9.	I gave up trying to make big improvements or changes in my life a long time ago. (R)
Purpose in life:	
10.	I live life one day at a time and don't really think about the future. (R)
11.	Some people wonder aimlessly through life, but I am not one of them.
12.	In sometimes feel as if I've done all is to do in life. (R)
Environmental mastery:	
13.	In general, I feel I am in charge of the situation in which I live.
14.	The demands of everyday life often get me down. (R)
15.	I am quite good at managing many responsibilities of my daily life
Autonomy:	
16.	I tend to be influenced by people with strong opinions. (R)
17.	I have confidence in my opinions, even if they are contrary to the general consensus.
18.	I judge myself by what I think is important, not by the values of what others think is important

Source: Adapted from Wang (2001)

3.6.1.8 Demographic Information

With regard to the demographic information to be asked in the questionnaire survey, eight questions included: age, gender, marital status, academic qualification, work experience, academic ranks, family support, and administrative position.

3.7 Data Collection

In this part of the study, sampling methods, data collection procedures and techniques of data analysis are discussed.

3.7.1 Sampling

Sampling refers to the method of choosing suitable and appropriate participants to be utilized as representatives of a whole population (Schneider, 2003). Accordingly, selecting the participants is an essential part of research because selecting an inappropriate or unsuitable sample would adversely influence the results and the integrity of the research (Schneider, 2003).

In a research, researchers seldom survey the whole population of a certain research because the cost of a census is too high and needs more efforts (Schneider, 2003). The advantages of sampling can be classified into three main advantages, namely, faster data collection with less efforts, lower costs, and a smaller number of data points. Therefore, the appropriate and suitable sample from targeted population, frame and the size should be determined, and then sampling technique should be used as discussed below.

3.7.1.1 Population of the Study

Sekaran (2003) defined a population as a group of individuals, things of interests or events that the researcher plans to investigate based on a derived sample. Population is also known as collection of individuals who have related characteristics. The group of individuals is considered one of the most significant elements in research. According to Castillo (2009), the population can be classified into two main groups: an accessible group and a target group. The accessible group refers to those to which a researcher could apply his or her conclusion, whereas a target group describes the

whole elements in which the researcher is interested to generalize the research conclusions.

Accordingly, Jordanian academic repatriates who had worked in foreign universities and other educational institutions are the elements of the population of this study. Unfortunately, it is not feasible to establish population size of Jordanian academic repatriates who had worked in foreign universities or other educational institutions abroad.

3.7.1.2 Sampling Frame

The sampling frame refers to the list of the elements in the field of population (Sekaran, 2003). Accordingly, the most challenging part in terms of identifying the sampling frame is a lack of information on Jordanian academic repatriates who had returned to Jordan serving in its higher education institutions.

This is because that Jordanian academic repatriates are not committed to serve back in specific organizations once they returned to their home country and also there is no specific department in Jordan concerning with the census of those Jordanian academic repatriates. Unlike traditional organizational expatriates who are easily traceable upon their return to home country as they are committed to serve back in their organization in home country. Therefore, it is difficult and impossible to establish sampling frame of Jordanian academic repatriates who had returned to Jordan after completing their international assignment abroad.

3.7.1.3 Sampling Size

The appropriate sample size for a quantitative research study is more than 30 (Sekaran & Bougie, 2010). Accordingly, the determinant of the sample size should rely on an

appropriate power of statistical test. Power analysis considers few elements, namely sample size, significant criteria and the population size effect (Cohen, 1997). In addition, using power analysis can ease calculating the number of respondents to be utilized in a study. The power analysis leads to increase the sample size and enhances the probability of detecting the effects.

Therefore, the larger the sample size, the lower the probability of making errors in generalization (Saunders, Lewis & Thornhill, 2007). A higher accuracy of research results is ensured when the sample size is large. Since the population of this study is the hidden population or groups that are not easily accessible to the researcher (Heckathorn, 2002), it is not practical to determine the sample size for a given population. The sample of 160 Jordanian academic repatriates was traced through snowball sampling technique.

3.7.1.4 Sampling Technique

Sampling technique can be grouped into probability and non-probability sampling (Sekaran & Bougie, 2010). Probability sampling is considered when the items of the total number of individuals or units and can be known and chosen, whereas the non-probability sampling is considered when the individuals or items are unknown and cannot be chosen (Sekaran, 2003). Therefore, the non-probability sampling design was used in this study since the items of the total elements were unknown (i.e., Jordanian academic repatriates who had returned to Jordan).

The appropriate sampling technique for data collection for this study was the snowball sampling technique. The snowball sampling technique is a technique for finding research subjects in which one subject provides information for another subject who, in turn, also provides information for another and so on (Browne, 2005). The

snowball sampling technique involved one subject or few people who furthermore became multiplier and asked further people to participate in answering the questionnaire surveys. The advantages of using this technique in present study among others helps to identify and increase the targeted number of respondents and saved time and efforts (Salganik & Heckathorn, 2004).

3.8 Data Collection Procedures

This research chose individual Jordanian academic repatriates who had worked in foreign universities, colleges and other educational institutions located outside Jordan. Accordingly, data can be gathered in several different ways (Sekaran, 2003), including interviews, observation and a variety of motivational techniques, and questionnaire surveys.

In this regard, a questionnaire was used as the main tool for collecting the data in this study. The questionnaire structure is a vital aspect because of the importance of the rate of responses and the validity of the data (Hair et al., 2007). A questionnaire is the most common method of data collection (Sekaran, 2003). In addition, a questionnaire is useful when a large number of individuals need to be covered in different regions (Sekaran & Bougie, 2010). Moreover, the cost of collecting data through questionnaire surveys is less compared to the using of qualitative methods. Furthermore, it is an appropriate method of gathering data when the researcher knows how to measure the research predictors as pointed out by Sekaran (2003).

A questionnaire can be administrated via several methods such as by mail to respondents, electronic distribution, or personal administration. In this study, the questionnaire was administrated personally for several reasons. Personal administration permits the establishment of a rapport with the targeted respondents

when passing the survey, the ability to gather the answers in a short time once they are completed, the ability to explain and clarify any ambiguity faced by the respondents, and a high response rate (Sekaran & Bougie, 2010).

The targeted respondents were those Jordanian academic repatriates who had worked as faculty members in foreign higher educational institutions such as universities and colleges and now live and work in Jordan. As the researcher used the snowball sampling technique for data collection, universities were firstly targeted to enable the researcher to meet some of the academics who had worked in foreign universities as faculty members. Those academics were kindly asked to complete the questionnaires and then were asked to refer the researcher to other academics whom they know had worked in foreign universities. The researcher then moved through Jordanian universities and colleges and other educational institutions searching for those who had worked in foreign universities.

As the targeted respondents mother tongue was Arabic, the English version of the questionnaire survey was translated into the Arabic language to be more appropriate to all respondents. It is agreed that if the process of translation was undertaken in inaccurate way, the result of a research could be affected and then may lead to unreliable findings. Accordingly, the researcher recruited an expert in the translation field to ensure the accuracy between both English and Arabic versions of the questionnaire.

The process began with asking an expert to translate from English into Arabic language and then another expert was asked to translate back the Arabic version into English language. The results showed that the structure and most of the words had the

same meaning in both original version of the questionnaire and the translated version and no significance differences were found between the two versions.

3.8.1 Reliability and Validity

Reliability refers to the level of consistency that can be observed among various estimations of a variable (Hair, Ringle & Sarstedt, 2011). The items are reliable when the same results are achieved repeatedly (Traub & Rowley, 1991). There are two types of reliability that are consistency and stability in terms of assessing the goodness of a measure (Sekaran & Bougie, 2010). There are four main techniques of measurement in terms of assessing the instrument reliability, which are test retest, split half, parallel-form, and inter-item consistency reliability.

Test-retest reliability means that a questionnaire is conducted at two different times (Sekaran & Bougie, 2010) and, in this technique, the scores may become lower because of subject changes. The split half technique, which reflects the correlations between two halves of the instrument, may be costly because a researcher will be required to consider two characteristic equal types of the same sum. The inter-item consistency reliability using Cronbach alpha which was used in this study is the most popular and the most acceptable method in terms of measuring reliability (Sekaran & Bougie, 2010). Cronbach alpha scores show the item consistency for measures of the same construct. Nunnally (1994) has recommended Cronbach alpha value of 0.7 as acceptable.

Validity refers to the accuracy of instrument in terms of measuring a certain phenomenon (Salkind, 2003). Validity is necessary for the results to be interpreted and applied (Uttl, 2005). Three main types of validity tests exist in terms of determining the goodness of the measures namely, construct validity, content validity, and

criterion-related validity. According to Sekaran and Bougie (2010), construct validity refers to the logical relationships between variables. Content validity is related to how much a measure will cover the range of meanings within the concept. Criterion-related validity is ability of a measure to differentiate individuals on a criterion that was expected to predict this.

In regard to this study, every item of the study variables including financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life, psychological well-being and re-expatriation intention was validated by five different experts in the expatriate management area for the purposes of content validation.

3.8.2 Pre-Test and Pilot Study

Pilot testing in a research is critical for several reasons. First is determining and testing the reliability and validity of the questionnaire instrument. Second is evaluating the phrasing construction and item-wording of the questionnaire. Third is assessing the questions whether they are framed perfectly for better response. Fourth is focusing on the right way through which participants can provide the needed information (Saunders et al., 2007).

The items utilized in this study were drawn from different research resources with evidence of reliability and validity had been reported previously, but the changes that may occur in wording, meaning, or context may affect the reliability (Hair, Money, Samouel, & Page, 2007). Therefore, the study conducted both a pre-test and pilot test to test the reliability and validity of the questionnaire instrument.

To pre-test the questionnaire, five academic experts in the same field of study were kindly asked to screen and evaluate the questionnaire. The questionnaire was

then revised based on their valuable suggestions and comments. As the respondents came from Arabic background, the questionnaire was translated into Arabic language by professional translators. After that, the consistency between the two versions of questionnaire was carefully assessed. The main purpose of pre-testing the questionnaire is to find possible errors, determining the length of time to be spent in completing the questionnaire, ensuring the accuracy of understanding the questions, and ensuring that questionnaire can gather all the expected information.

A pilot study is a minor-scale study that gathers data from participants from the same environment to ensure full-scale study in subsequent process will be able to minimize questionnaire errors and to examine inconsistencies (Zikmund et al., 2013). A pilot study is useful before collecting the data for several reasons. First is assessing the accuracy of item-wording and phrasing the construction. Second is evaluating whether questions are written and formed correctly for better response. Third is determining the validity and reliability of questionnaire items. Fourth is finding a suitable and easy way for respondents to provide the needed data (Sunders et al., 2007).

This study used items adapted from previous sources, but because of changes that may accrue, the reliability still needs to be tested for this context (Hair et al., 2007). Accordingly, the acceptable size of participants in a pilot study should be between 25-100 respondents (Schindler & Cooper, 2005). To find respondents for pilot study, the researcher had targeted academics from Al Yarmouk University which is one of the public universities in Jordan who fulfilled the criteria of actual respondents.

Of the 50 questionnaires distributed to the selected respondents, 41 usable questionnaires were returned. Accordingly, three out of 41 questionnaires were removed because of incomplete answers. In addition, those respondents who were

singles and without family abroad were excluded and then removed with a total of four questionnaires. This is because that some of the variables in this study relied on the family outcomes including children and quality of life. Thus, the benefits and the advantages of family may not be the concerns of these respondents who were singles and living without family in making decisions toward moving abroad. The total number of usable questionnaires was 34 for the pilot study. Those Jordanian academic repatriates who participated in the pilot study were later excluded from the main study. Table 3.9 shows the demographic profile of respondents participated in the pilot study.

Table 3.9
Pilot Study Demographic Profile

Demographic question	Profile	Percentage
Age	Less than 22	0%
	22-31	8.8%
	32-41	52.9%
	42-51	35.3%
	More than 51	2.9%
Gender	Male	91.2%
	Female	8.8%
Marital Status	Married	100.0%
	Single	0%
Level of Education	PhD	79.4%
	Master	20.6%
	Bachelor	0%
	Others	0%
Experience	1-2	32.4%
	3-4	44.1%
	5-6	23.5%
	More than 6	0%
Academic Ranks	Professor	5.9%
	Associate professor	17.6%
	Assistant professor	32.4%
	Lecturer	44.1%
	Others	0%
Accompanied by Family	Yes	100.0%
	No	0%
Administrative Position	Yes	26.5%
	No	73.5%

The internal consistency of the questionnaire items used in the pilot study was determined through a reliability analysis using Cronbach's alpha (α). Statistical Package for the Social Science (SPSS) version 25 was the software tool used to examine the reliability of the questionnaire. As mentioned by Hair et al. (2010) and Sekaran and Bougie (2010), if the Cronbach's alpha is 0.70 and above this means it is acceptable for the instrument's reliability.

The pilot study produced acceptable values of greater than 0.70 for all the measures tested, and Table 3.10 shows the results of reliability score with Cronbach's alpha value ranged from .74 to .93.

Table 3.10
Pilot Study Reliability Test

Measure	No. of items	Cronbach's Alpha
Re-Expatriation Intention	5	.829
Financial Difficulties	6	.870
Re-Entry Hardships	16	.862
Life Dissatisfaction	5	.846
Family Outcomes	3	.808
Quality of Life	4	.745
Psychological Well-Being	18	.935

3.9 Data Analysis

The collected data were inserted first into Microsoft excel and then imported to SPSS version 25 to conduct preliminary data screening and fundamental assumption test. The data was analysed using descriptive and inferential analysis. Accordingly, the descriptive analysis involves data entry, rewording of negative worded items, missing values, assessment of outliers, normality and multicollinearity tests, and respondents' profile test.

Inferential analysis was conducted to test and confirm the measurement and structural models. Measurement model which was done to determine the constructs' reliability, internal consistency reliability, convergent validity and discriminant validity. Structural model which was conducted to test and confirm the significance of path coefficient, level of R-square value, effect size, predictive relevance of the model, and test the hypotheses to predict the population characteristics by studying the characteristics of the selected samples. The hypothesized framework was tested using Smart PLS version 3 (Ringle, Wende & Will, 2005). PLS is a new technique compared to other techniques (Gustafsson & Johnson, 2004). Therefore, to test the hypotheses of this study, Smart PLS was employed.

3.9.1 Smart PLS

Smart PLS-SEM as it stands for Partial Least Square-Structural Equation Modelling is described as a second-generation SEM method (Sander & Teh, 2014). This study intends to utilize PLS-SEM method for several reasons as follows. PLS path modelling can easily describe the relationships between variables (Sander & Teh, 2014). PLS path modelling is convenient for use in complex models and for real world applications (Hulland, 1999). PLS-SEM can provide measurement errors with accurate estimates of the mediation impacts (Chin, 1998), which, in turn, makes one of the better and powerful statistical tools (Tabachnick & Fidell, 2001).

As the data of the majority of social studies tend to be less normal, PLS-SEM could be used with normal and non-normal data (Chin, 1998). Therefore, the researcher utilized PLS-SEM technique to assess the hypothesized relationships between the research variables i.e., re-expatriation intention, financial difficulties, re-

entry hardships, life dissatisfaction, family outcomes, quality of life, and psychological well-being and to ensure validity and reliability.

3.10 Chapter Summary

Chapter Three discussed the methodology used for this study. This chapter presented and discussed first the theoretical framework, conceptual definitions, development of hypotheses, and research design. This chapter also highlighted the operational definitions, instrumentations, the population of this study, and the sampling including sample frame, sample size, and sample technique. Data collection procedures and data analysis were briefly discussed. In the next chapter, based on the descriptive and the inferential analysis, the findings will be discussed.



CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter was dealt with data analysis and the results of the research hypotheses. Descriptive analysis and preliminary analysis were done using SPSS version 25. Additionally, data analysis and path modelling were tested using PLS-SEM version 3 software. Validation of the structural model in which the direct and the mediation hypotheses were done to confirm the outcomes of this research. Finally, the results of the study hypotheses were presented and summarized as well.

4.2 Response Rate

Given that the snowballing sampling technique was employed in this study, the selected participants helped in recruiting other participants and achieving a reasonable response rate. Of the 160 questionnaires that distributed to the target respondents, 154 were returned. Of the 154 returned questionnaires, one was incomplete and was removed. In addition, as the current study focuses on the effect of family outcomes and quality of life on the intention to re-expatriate, those who were singles and lived and worked abroad without their families were excluded and removed. Hence, the returned and usable questionnaires were 124. The details are encapsulated in Table 4.1.

Table 4.1
Response Rate of the Questionnaires

Response	Frequency
No. of Distributed Questionnaires	160
Returned Questionnaires	154
Returned and Usable Questionnaires	124
Returned and Excluded Questionnaires	30

4.3 Data Screening and Preliminary Analysis

Through preliminary data screening, a possible breach of vital assumptions about the application of multivariate techniques of data analysis can be easily detected. Hence, preliminary analysis is crucial in any multivariate analysis (Hair et al., 2007). In this study, the first step of preliminary data screening was coding and inputting of the returned and usable questionnaires via SPSS version 25.

As mentioned in the previous section, the number of returned and usable questionnaires was 124. Then, the negatively worded items in the survey were reverse-coded. Following data screening, preliminary data analysis was carried out. This involves analysing missing value analysis, the assessment of outliers, a normality test, and a multicollinearity test (Hair et al., 2010; Tabachnick & Fidell, 2007).

4.3.1 Missing Value Analysis

In SEM analysis, the need to replace missing values cannot be overemphasized because the available tools and techniques cannot function with missing values in the data set (Schumacker & Lomax, 2004). Also, the quality of data analysis is largely contingent on the correctness of data organization and its further conversion into a form appropriate for analysis (Kristensen & Eskildsen, 2010).

The data set contained certain cases with missing values. Re-expatriation intention had 2 missing values, re-entry hardships had 6 missing values, and psychological well-being had 7 missing values. The overall missing data were 0.212%, which was less than the 5% threshold (see Table 4.2). Schafer (1999) and Tabachnick and Fidell (2007) have suggested that if data set has a missing rate of 5% or less it can be considered as non-significant, no item or case should be deleted, and the missing values can be replaced using mean substitution (Hair et al., 2010).

Table 4.2
Total and Percentage of Missing Values

Constructs	Number of Missing Values
Re-Expatriation Intention	2
Re-Entry Hardships	6
Psychological Well-Being	7
Total missing data points	15 (out of 7,068 data points)
Percentage of missing data points	0.212%

4.3.2 Evaluation of Outliers

An outlier, which is known as an observation that looks irregular in a dataset, was described by Hair et al. (2010) as a value with a rare trait that distinguishes it from other values in the data set. In regression analysis, an outlier can harmfully affect the estimates of regression coefficients and thus render the results unreliable. Thus, it is important to check for any likely outliers in the dataset before conducting the main data analysis.

The current study employed multivariate outliers testing using Mahalanobis distance (D2) with a threshold of chi-square of 22.46 ($p < 0.001$), which was used to spot outliers. As described by Tabachnick and Fidell (2007), Mahalanobis distance (D2) refers to the gap between a case and the centroid of other cases, in which the centroid denotes the point at the intersection of the mean of the whole variable.

Because the number of predictors in the current study was six, which is equal to the degree of freedom, the chi-square value would be 22.46 ($p < 0.001$) (Tabachnick & Fidell, 2007). In this case, any case that has a Mahalanobis distance of more than 22.46 ($p < 0.001$) would be classified as outlier and deleted. Based on the threshold, none of the values in the data were found to be multivariate outliers. So far, based on the results as shown in Appendix (F), no outlier was found in the entire dataset. Hence, no observation or a set of observations was deleted.

4.3.3 Normality Test

Although several past studies including Reinartz, Haenlein, and Henseler (2009), Wetzels, Odekerken-Schroder and Van Oppen (2009) and host of others have held that PLS-SEM offers precise model estimations in situations with tremendously non-normal data, Hair, Sarstedt, Ringle and Mena (2012) nonetheless recommend that a normality test of data should be conducted. In a situation in which highly skewed or kurtotic data exist, a rise bootstrapped standard error estimates can occur, and this will consequently miscalculate the statistical significance of the path coefficients (Dijkstra, 1983; Ringle, Sarstedt & Straub, 2012).

Given the above argument, a normality test of the data was carried out via a numerical method for skewness and kurtosis tests. Skewness and kurtosis are believed to be descriptive statistics (Razali & Wah, 2011), and they can be either positive or negative or even undefined (Tabachnick & Fidell, 2007). For data to be described as a normal data, the values of skewness should be within a range of ± 3 as recommended by Kline (2016), and the values of kurtosis should be within a range of ± 7 as recommended by Byrne (2010).

Therefore, the values of skewness and kurtosis for all constructs fell within the ideal and acceptable recommended range as shown in Table 4.3. Thus, the results of the normality test showed that this study did not violate the assumption of normality and the data representing the variables of the present study have a normal distribution.

Table 4.3
Normality Test

Constructs	N	Mean	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
Re-expatriation Intention	124	4.7406	-1.396-	.217	2.878	.431
Re-entry Hardships	124	4.5096	-1.990-	.217	3.631	.431
Financial Difficulties	124	4.6882	-1.266-	.217	1.922	.431
Life Dissatisfaction	124	4.6694	-1.683-	.217	3.272	.431
Quality of Life	124	4.6250	-1.438-	.217	2.169	.431
Family Outcomes	124	4.5457	-1.355-	.217	2.211	.431
Psychological Well-Being	124	4.3386	-.709-	.217	1.783	.431

4.3.4 Multicollinearity Test

Multicollinearity refers to a condition in which high correlation exists between two or more exogenous latent constructs in a particular multiple regression model (Sekaran & Bougie, 2010). According to Tabachnick and Fidel (2007), the existence of a perfect correlation among exogenous latent constructs is an underlying assumption, but no multicollinearity should exist among the constructs in the regression model because this distorts the estimates of regression coefficients and their statistical significance tests (Chatterjee & Yilmaz, 1992; Hair, Black, Babin, Anderson & Tatham, 2006). In addition, multicollinearity is unwanted in the regression model because it amplifies the standard errors of the coefficients, which, in turn, render the coefficients statistically insignificant (Tabachnick & Fidell, 2007).

Two distinct techniques were adopted in this study to check for multicollinearity (Chatterjee & Yilmaz, 1992; Peng & Lai, 2012). The first technique involved vetting the correlation matrix of the exogenous latent constructs. Given the position of Hair et al. (2010), inter-correlation values of more than 0.9 are regarded as a high correlation. Thus, the result that was tabularized in Table 4.4 indicates that correlation matrix of

all exogenous latent constructs was within the acceptable range, signifying that no multicollinearity problem exists among the constructs.

Table 4.4

Correlation Matrix of the Exogenous Latent Constructs

Constructs	REEX	REEN	FD	LD	LQ	FO	PSY
REEX	1						
REEN	.718**	1					
FD	.698**	.592**	1				
LD	.730**	.734**	.703**	1			
LQ	.584**	.739**	.633**	.678**	1		
FO	.692**	.703**	.675**	.658**	.652**	1	
PSY	.699**	.700**	.627**	.688**	.595**	.618**	1

Note: REEX = Re-Expatriation Intention; REEN = Re-Entry Hardships; FD = Financial Difficulties; LD = Life Dissatisfaction; LQ = Quality of Life; FO = Family Outcomes; PSY= Psychological Well-Being.

The second technique used to check for multicollinearity is examining the variance inflated factor (VIF) and the tolerance value. Based on Hair et al. (2010), VIF values of more than 10 and tolerance values of less than .10, indicate that multicollinearity problem exists in a model. The results presented in Table 4.5 show that no multicollinearity problem existed in the model as all VIF values were less than 5, and all tolerance values surpassed .20.

Table 4.5

Multicollinearity Test

Constructs	Tolerance	VIF
Financial Difficulties	.395	2.533
Re-entry Hardships	.289	3.460
Life Dissatisfaction	.325	3.074
Family Outcomes	.391	2.558
Quality of Life	.380	2.633
Psychological Well-Being	.416	2.401

4.4 Non-Response Bias

Non-response bias denotes, according to Draugalis and Plaza (2009), the common error that can stem from a research's assessment of sample characteristics in which some respondents are underrepresented as a result of non-response. As there is no minimum response rate below which a survey assessment is necessarily biased, there is no response rate above which it is never biased (Singer, 2006). In addition, Pearl and Fairly (1985) and Sheikh (1981) believed that there was likelihood of detecting bias in the non-response rate irrespective of its size. For that reason, checking for non-response bias becomes imperative. In doing this, Armstrong and Overton's (1977) extrapolation approach was adopted in this study. This approach involves making a comparison between the early and late responses from the sampled respondents (see Table 4.6) and, based on the argument of the two scholars, late responses are comparable to non-response.

Following the adopted approach, respondents of this survey were divided into two distinct groups based on their responses to the survey. The process of data collection began with the distribution of questionnaires to the respondents in July 2017. The responses were divided into early response and late response groups. Early responses represented the questionnaires that were returned by December 31st, 2017 while late responses involved the questionnaires that were returned between January and February 2018. Late responses are thought to be representative of non-respondents and therefore may be compared to early responses (Miller & Smith, 1983).

Table 4.6

Non-Response Bias

Constructs	Group	N	Mean	Std. Deviation	Std. Error Mean
REEX	Early	84	4.6818	0.88817	0.09691
	Late	40	4.8639	0.72503	0.11464
REEN	Early	84	4.5120	0.67446	0.07359
	Late	40	4.5048	0.56899	0.08997
FD	Early	84	4.6746	0.80448	0.08778
	Late	40	4.7167	0.75786	0.11983
LD	Early	84	4.6619	0.73924	0.08066
	Late	40	4.6850	0.59552	0.09416
LQ	Early	84	4.6280	0.77953	0.08505
	Late	40	4.6188	0.68871	0.10889
FO	Early	84	4.5357	0.69424	0.07575
	Late	40	4.5667	0.65893	0.10419
PSY	Early	84	4.3133	0.70298	0.07670
	Late	40	4.3918	0.64856	0.10255

Note: REEX = Re-Expatriation Intention; REEN = Re-Entry Hardships; FD = Financial Difficulties; LD = Life Dissatisfaction; LQ = Quality of Life; FO = Family Outcomes; PSY= Psychological Well-Being.

The results of independent-samples t-test, as shown in Table 4.7, indicated that the equal variance significance values for each of the variables of the study were greater than the 0.05 significance level of Levene's test for equality of variances. Going by the position of Pallant (2010) and Field (2009), the assumption of equal variances between early and late responses has not been violated. Therefore, non-response bias was not a major concern in this study.

Table 4.7

Results of Independent-Samples T-test for Non-Response Bias

Constructs		Levene's Test for Equality of Variances		T-test for Equality of Means	
		F	Sig.	t	Sig. (2 tailed)
REEX	Equal variances assumed	0.834	0.363	-1.129-	0.261
	Equal variances not assumed			-1.213-	0.228
REEN	Equal variances assumed	1.087	0.299	.058	0.954
	Equal variances not assumed			.062	0.951
FD	Equal variances assumed	0.083	0.774	-.277-	0.782
	Equal variances not assumed			-.283-	0.778
LD	Equal variances assumed	0.324	0.570	-.173-	0.863
	Equal variances not assumed			-.186-	0.853
LQ	Equal variances assumed	1.105	0.295	.064	0.949
	Equal variances not assumed			.067	0.947
FO	Equal variances assumed	0.611	0.436	-.236-	0.814
	Equal variances not assumed			-.240-	0.811
PSY	Equal variances assumed	0.414	0.521	-.596-	0.552
	Equal variances not assumed			-.613-	0.541

Note: REEX = Re-Expatriation Intention; REEN = Re-Entry Hardships; FD = Financial Difficulties; LD = Life Dissatisfaction; LQ = Quality of Life; FO = Family Outcomes; PSY= Psychological Well-Being.

4.5 Descriptive Statistics: Profile of Respondents

This section presented in this study the demographic information of the respondents. The details of the demographic information of the respondents are presented in Table 4.8. The majority of the respondents are in the age group of 32-41, representing 64 (52%), 17 (14%) of the respondents fell between 22-31 years of age, 31 (25%) fell between 42-51 years of age, and 12 (10%) are for more than 51. However, no respondent was below 22 years of age. In addition, of the 124 respondents, 116 (93%) were male while only 8 (7%) were female; and 124 (100.0%) were married and none of the respondents were singles.

The results in Table 4.8 also indicate that most respondents n=100 (81%) held a PhD degree, 23 (19%) and 1 (0.8%) held a master's degree and bachelor's degree

respectively. Furthermore, for the work duration, 48 (39%), 44 (35%), and 26 (21%) worked for 1-2 years, 3-4 years and 5-6 years respectively. However, only 6 (5%) of the respondents worked for more than 6 years in the foreign universities.

Moreover, many respondents 34 (27%) were lecturers while 5 (4%) and 21 (17%) were professors and associate professors respectively. Most respondents (64 or 52%) were an assistant professor in their respective universities. In addition, all respondents had lived with their families (124 or 100.0%) as those who were living abroad without families were excluded. As far as administrative post, 29 (23%) held some administrative posts while the majority (95 or 77%) do not hold any administrative post.



Table 4.8
Descriptive Analysis of Demographic Data

Demography	Indicators	Frequency	Percentage (%)
Age	Below 22 years	0	0
	22-31 years	17	13.7
	32-41 years	64	51.6
	42-51 years	31	25.0
	Above 51 years	12	9.7
	Total	124	100.0
Gender	Male	116	93.5
	Female	8	6.5
	Total	124	100.0
Marital Status	Married	124	100.0
	Single	0	0
	Total	124	100.0
Level of Education	PhD	100	80.6
	Master	23	18.5
	Bachelor	1	.8
	Other	0	0
	Total	124	100.0
Experience	1-2 years	48	38.7
	3-4 years	44	35.5
	5-6 years	26	21.0
	Above 6 years	6	4.8
	Total	124	100.0
Academic Rank	Professor	5	4.0
	Associate professor	21	16.9
	Assistant professor	64	51.6
	Lecturer	34	27.4
	Others	0	0
	Total	124	100.0
Living with Family	Yes	124	100.0
	No	0	0
	Total	124	100.0
Administrative Posts	Yes	29	23.4
	No	95	76.6
	Total	124	100.0

In summary, the data demonstrated and indicated that the respondents varied substantially in terms of their backgrounds, thus enriching generalizability of the result of the research.

4.6 Descriptive Analysis of the Latent Constructs

To explicate the core characteristics of the data set from the viewpoint of the respondents on each construct of this study, a descriptive analysis was conducted. This is consistent with the fact that descriptive statistics of variables explained through mean, standard deviation, and variance collectively offer researchers a general view regarding how the survey respondents have responded to a survey instrument (Sekaran & Bougie, 2010).

Table 4.9
Descriptive Statistics for Latent Variables

Latent Constructs	No of items	Mean	Std. Deviation
Re-Expatriation Intention	5	4.7406	0.84041
Re-Entry Hardships	16	4.5096	0.64002
Financial Difficulties	6	4.6882	0.78691
Life Dissatisfaction	5	4.6694	0.69378
Quality of Life	4	4.6250	0.74864
Family Outcomes	3	4.5457	0.68053
Psychological Well-Being	18	4.3386	0.68425

The variables of the present study had mean values ranging from 4.338 to 4.740, and the standard deviation of the constructs ranging from 0.640 to 0.840. Based on 7-point Likert type scale, the respondents reported a moderate level of re-expatriation intention mean (4.74), re-entry hardships (4.50), financial difficulties (4.68), life dissatisfaction (4.66), quality of life (4.62), family outcomes (4.54), and psychological well-being (4.33) as shown in Table 4.9.

4.7 Partial Least Square (PLS) Structural Equation Modelling Approach

The present study adopted a two-step process to estimate and report the results of PLS-SEM path (Henseler, Ringle & Sinkovics, 2009). The adopted two-step process is the assessment of a measurement model and the assessment of a structural model. The

measurement model is usually estimated via factor analysis while the structural model is commonly estimated via path analysis (Lee, Petter, Fayard, & Robinson, 2011). The following section discusses the assessment of the measurement model.

4.8 Measurement Model (Outer Model) Evaluation

Using Smart PLS version 3, the measurement model was examined involving determination of individual indicator reliability, internal consistency reliability, convergent validity and discriminant validity (Hair et al., 2014; Hair et al., 2011; Henseler et al., 2009).

4.8.1 Individual Indicator Reliability

The essence of individual indicator reliability, as described by Hair et al. (2010) is to indicate the suitability and capability of items (i.e., indicators) spawned for a particular construct in measuring the main concept in a given research. Following several suggestions of researchers, the individual indicators reliability was evaluated by determining the factor loading for each indicator (Duarte & Raposo, 2010; Hair et al., 2012).

As shown in Figure 4.1 and Table 4.10, the indicators showed higher loadings/values on their respective constructs. Likewise, the indicators had acceptably higher loadings, thus affirming the content validity of the constructs involving re-expatriation intention, financial difficulties, re-entry hardships, life dissatisfaction, family outcomes, quality of life and psychological well-being. However, one indicator from financial difficulties and two indicators from re-entry hardships fell below the threshold of 0.7 (Hair et al., 2010; 2011), and these indicators were subsequently deleted as shown in Table 4.10.

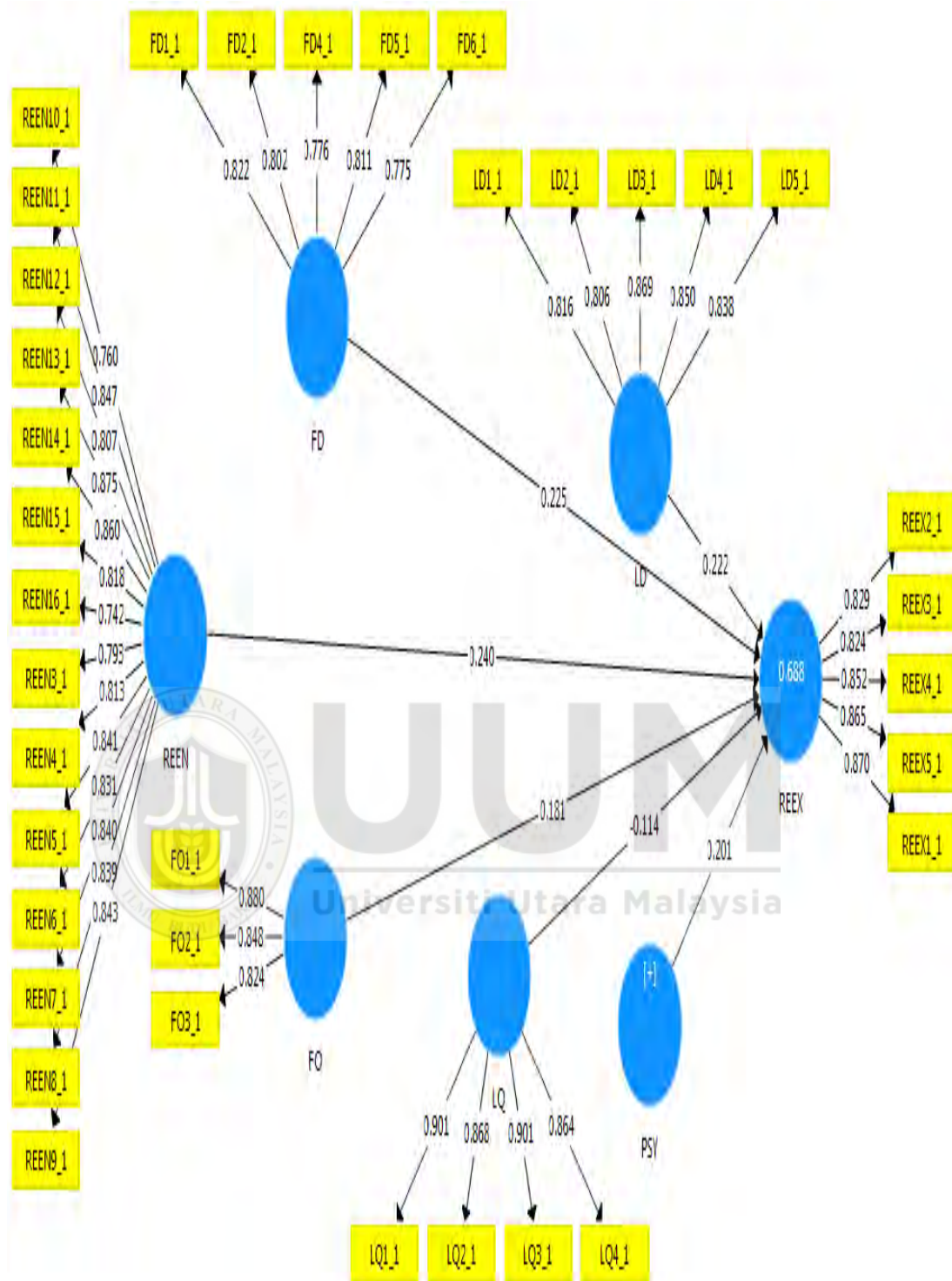


Figure 4.1

Measurement model

[FD = Financial Difficulties; FO = Family Outcomes; LD = Life Dissatisfaction; LQ = Quality of Life; PSY = Psychological Well-Being; REEN = Re-Entry Hardships; and REEX = Re-Expatriation Intention].

Table 4.10

Indicators loading before and after individual item reliability

No.	Items	Before items deleted	After items deleted
1.	REEX1_1	0.87	0.87
2.	REEX2_1	0.83	0.829
3.	REEX3_1	0.823	0.824
4.	REEX4_1	0.852	0.852
5.	REEX5_1	0.866	0.865
6.	FD1_1	0.808	0.822
7.	FD2_1	0.784	0.802
8.	FD3_1	0.68	Deleted
9.	FD4_1	0.744	0.776
10.	FD5_1	0.806	0.811
11.	FD6_1	0.789	0.775
12.	REEN1_1	0.689	Deleted
13.	REEN2_1	0.694	Deleted
14.	REEN3_1	0.789	0.793
15.	REEN4_1	0.819	0.813
16.	REEN5_1	0.836	0.841
17.	REEN6_1	0.825	0.831
18.	REEN7_1	0.832	0.84
19.	REEN8_1	0.838	0.839
20.	REEN9_1	0.837	0.843
21.	REEN10_1	0.751	0.76
22.	REEN11_1	0.84	0.847
23.	REEN12_1	0.795	0.807
24.	REEN13_1	0.879	0.875
25.	REEN14_1	0.856	0.86
26.	REEN15_1	0.816	0.818
27.	REEN16_1	0.746	0.742
28.	LD1_1	0.816	0.816
29.	LD2_1	0.806	0.806
30.	LD3_1	0.869	0.869
31.	LD4_1	0.85	0.85
32.	LD5_1	0.838	0.838
33.	FO1_1	0.88	0.88
34.	FO2_1	0.848	0.848
35.	FO3_1	0.824	0.824
36.	LQ1_1	0.901	0.901
37.	LQ2_1	0.868	0.868
38.	LQ3_1	0.901	0.901
39.	LQ4_1	0.864	0.864
40.	PSY1_1	0.844	0.844
41.	PSY2_1	0.833	0.833
42.	PSY3_1	0.839	0.839
43.	PSY4_1	0.815	0.815
44.	PSY5_1	0.841	0.841
45.	PSY6_1	0.84	0.84

46.	PSY7_1	0.839	0.839
47.	PSY8_1	0.863	0.863
48.	PSY9_1	0.848	0.848
49.	PSY10_1	0.836	0.836
50.	PSY11_1	0.804	0.804
51.	PSY12_1	0.817	0.817
52.	PSY13_1	0.781	0.781
53.	PSY14_1	0.87	0.87
54.	PSY15_1	0.833	0.833
55.	PSY16_1	0.828	0.828
56.	PSY17_1	0.853	0.853
57.	PSY18_1	0.856	0.856

Note: REEX = Re-Expatriation Intention; REEN = Re-Entry Hardships; FD = Financial Difficulties; LD = Life Dissatisfaction; FO = Family Outcomes; LQ = Quality of Life; PSY= Psychological Well-Being.

4.8.2 Internal Consistency Reliability and Convergent Validity

Internal consistency reliability is a form of reliability used to judge the consistency of results across items on the same test. It determines whether the items measuring a construct are similar in their scores (i.e., if the correlations between the items are large) (Hair et al., 2014). To check for internal consistency reliability, composite reliability value and Cronbach's alpha value should be vetted. Composite reliability should be higher than 0.70, and composite reliability values below 0.60 indicate a lack of internal consistency reliability (Hair et al., 2014). Also, the minimum threshold for the value of Cronbach's alpha is 0.6 (Sekaran, 2003).

The result in Table 4.11 indicates that all the constructs of the current study have high levels of internal consistency reliability, as the composite reliability and Cronbach's alpha values of all the constructs were well above the threshold values of 0.7 and 0.6 respectively.

Table 4.11

Internal Consistency, Convergent Validity and AVE

Constructs	Cronbach's Alpha (CA)	Composite Reliability (CR)	Average Variance Extracted (AVE)
REEX	0.902	0.928	0.72
REEN	0.963	0.967	0.677
FD	0.857	0.897	0.636
LD	0.892	0.921	0.699
FO	0.81	0.887	0.725
LQ	0.907	0.934	0.781
PSY	0.975	0.977	0.699

Note: REEX = Re-Expatriation Intention; REEN = Re-Entry Hardships; FD = Financial Difficulties; LD = Life Dissatisfaction; FO = Family Outcomes; LQ = Quality of Life; PSY= Psychological Well-Being.

Convergent validity is the extent to which a measure correlates positively with alternative measures of the same construct (Hair et al., 2014). Convergent validity assessment is based on Average Variance Extracted (AVE) values. AVE, which should be 0.5 or above (Fornell & Larcker, 1981; Hair et al., 2010), refers to the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators) (Hair et al., 2014). Thus, the AVE is equivalent to the communality of a construct.

As shown in Table 4.11 above, the AVE values of the constructs of this study ranged between 0.636 and 0.781. Thus, the results, which were discerned from the construct loadings, convergent reliability, and AVE, affirm the internal consistency and convergent validity of the constructs of this study.

4.8.3 Discriminant Validity

Discriminant validity is described as the degree of which items differentiate among construct. It is also defined as the degree to which each variable of a study is different from other study variables (Duarte & Raposo, 2010). As Chin (2010) and Fornell and Larcker (1981) argued, conducting a discriminant validity test involves checking the

square roots of the average variance extracted (AVE), which should be more than the correlations among all other constructs of the study.

As for the Fornell-Larcker criterion evaluation, the diagonal values, indicating the square root of AVE of the respective constructs, are higher than the other values of the column and the row in which they are positioned, thus confirming the discriminant validity of the outer model (refer to Table 4.12). Given this result and the fact that the valid constructs provide conclusions and bring about generalization of research findings, it is logical to argue that the results of the subsequent analyses especially hypotheses testing, will be valid and reliable.

Table 4.12
Discriminant Validity (Fornell-Larcker Criterion)

	FD	FO	LD	LQ	PSY	REEN	REEX
FD	0.797						
FO	0.667	0.851					
LD	0.694	0.659	0.836				
LQ	0.621	0.649	0.683	0.884			
PSY	0.610	0.621	0.689	0.597	0.836		
REEN	0.559	0.691	0.722	0.726	0.691	0.823	
REEX	0.687	0.695	0.732	0.590	0.702	0.708	0.848

Note: FD= Financial Difficulties; FO= Family Outcomes; LD= Life Dissatisfaction; LQ= Quality of Life; PSY= Psychological Well-Being; REEN= Re-Entry Hardships; REEX= Re-Expatriation Intention.

Given the fact that recent research which has critically examined the performance of cross-loadings and the Fornell-Larcker criteria for discriminant validity assessment, however, it should be cautioned that the two approaches could not reliably detect discriminant validity issues (Henseler, Ringle & Sarstedt, 2015), hence the Heterotrait-Monotrait Ratio (HTMT) of the correlations was evaluated to complement the Fornell-Larcker criterion.

HTMT is the ratio of the between-trait correlations to the within-trait correlations (Hair et al., 2014). The results shown in Table 4.13 confirm the discriminant validity of this study's constructs, as the HTMT values for all pairs of constructs in a matrix fell below the threshold value of 0.90. In sum, having confirmed the content validity, convergent validity, and discriminant validity of the constructs of this research, the construct validity has been established in this study.

Table 4.13
Discriminant Validity (HTMT Criterion)

Constructs	FD	FO	LD	LQ	PSY	REEN	REEX
FD							
FO	0.801						
LD	0.795	0.774					
LQ	0.703	0.757	0.754				
PSY	0.665	0.695	0.736	0.633			
REEN	0.615	0.780	0.775	0.775	0.711		
REEX	0.779	0.811	0.812	0.649	0.745	0.757	

Note: FD= Financial Difficulties; FO= Family Outcomes; LD= Life Dissatisfaction; LQ= Quality of Life; PSY= Psychological Well-Being; REEN= Re-Entry Hardships; REEX= Re-Expatriation Intention.

4.9 Evaluation of Effect Size

As part of structural model evaluation, effect size should be examined. According to Chin (1998), effect size refers to the relative effect of a specific exogenous latent variable(s) (i.e., independent variables) on a specific endogenous latent variable (i.e., dependent variable) by means of changes in the R-squared value (Chin, 1998). It is estimated as the increase in R-squared of the latent variable to which the path is linked, relative to the latent variable's proportion of unexplained variance (Chin, 1998). The formula below can be used to estimate effect size [f^2] (Hair et al., 2013):

$$F^2 = \frac{R^2 \text{ included} - R^2 \text{ excluded}}{1 - R^2 \text{ included}}$$

Cohen (1988) suggested that F^2 values of 0.02, 0.15, and 0.35 stand for small, medium, and large effects respectively (Hair et al., 2013). Table 4.13 shows the effects of exogenous constructs on their respective endogenous constructs, which were considered to calculate the effect size.

As depicted in Table 4.14, the endogenous variable (Re-Expatriation Intention) was explained by financial difficulties, family outcomes, life dissatisfaction, quality of life, psychological well-being, and re-entry hardships with effect size (F^2) 0.067, 0.041, 0.051, 0.016, 0.055, and 0.058 respectively, and thus indicating the small effect size of each respective exogenous variable except quality of life variable with none effect size on the endogenous variable (Re-Expatriation Intention).

Table 4.14
Effect Size on the Endogenous Variable (Re-Expatriation Intention)

Exogenous Construct	R^2	F^2	Effect Size
FD	0.688	0.067	small
FO	0.688	0.041	small
LD	0.688	0.051	small
LQ	0.688	0.016	None
PSY	0.688	0.055	small
REEN	0.688	0.058	small

Note: FD = Financial Difficulties; FO = Family Outcomes; LD = Life Dissatisfaction; LQ = Quality of Life; PSY= Psychological Well-Being; and REEN = Re-Entry Hardships.

4.10 Evaluation of Predictive Relevance of the Model

Data analysis via PLS-SEM requires the researchers to rely on measures that will indicate the predictive abilities of the model with the purpose of estimating the quality of the model (Hair et al., 2010). The predictive quality of a model can be measured (Fornell & Cha, 1994; Hair et al., 2012) through cross-validated redundancy measure, which is represented as Q^2 , a frequently found sample re-use method (Geisser, 1974).

Moreover, Fornell and Cha (1994) opined that a model is considered to have predictive validity if the redundant communality is larger than zero for all endogenous variables; if otherwise, a model is held to have no predictive relevance. The process of estimating predictive relevance of a model in PLS software involves a blindfolding technique in which the estimation of parameters is achieved by excluding some of the data and by handling them as missing values (Fararah & Al-Swidi, 2013), and then processing the estimated parameters so as to rebuild the raw data that was assumed previously as missing and consequently create general cross-validating metrics (Q2) (Chin, 1998).

In Table 4.15 below, the cross-validated redundancies for the endogenous variable (Re-Expatriation Intention) was 0.452, and this value reflects adequate predictive capabilities of the model. This is consistent with Fornell and Cha's (1994) criterion, which presupposed that the value should be larger than zero.

Table 4.15
Predictive Quality Indicators of the Model

Construct	SSO	SSE	Cross-Validated Redundancy
Financial Difficulties	620.000	620.000	
Family Outcomes	372.000	372.000	
Life Dissatisfaction	620.000	620.000	
Quality of Life	496.000	496.000	
Psychological Well-Being	2,232.000	2,232.000	
Re-Entry Hardships	1,736.000	1,736.000	
Re-Expatriation Intention	620.000	339.605	0.452

4.11 Structural Model (Inner Model) Evaluation and Hypothesis Testing

Having done with the measurement model evaluation, the next step involved checking the standardized path coefficients through which the hypothesized nexuses will be tested. Additionally, the accuracy of the estimates and significance tests will be

performed through the bootstrapping technique which is rooted in Smart PLS software (Chin, 1998; Tenenhaus, Vinzi, Chatelin & Lauro, 2005).

4.11.1 Hypothesis Testing and Path Coefficients for Direct Hypotheses

For the purpose of evaluation and estimation of structural model, the PLS algorithm and bootstrapping was run to generate and examine the significance of the path coefficients (Hair et al., 2014; Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The purpose of running the model with all variables included was to establish the results of the direct nexuses originating from the research objectives of this study.

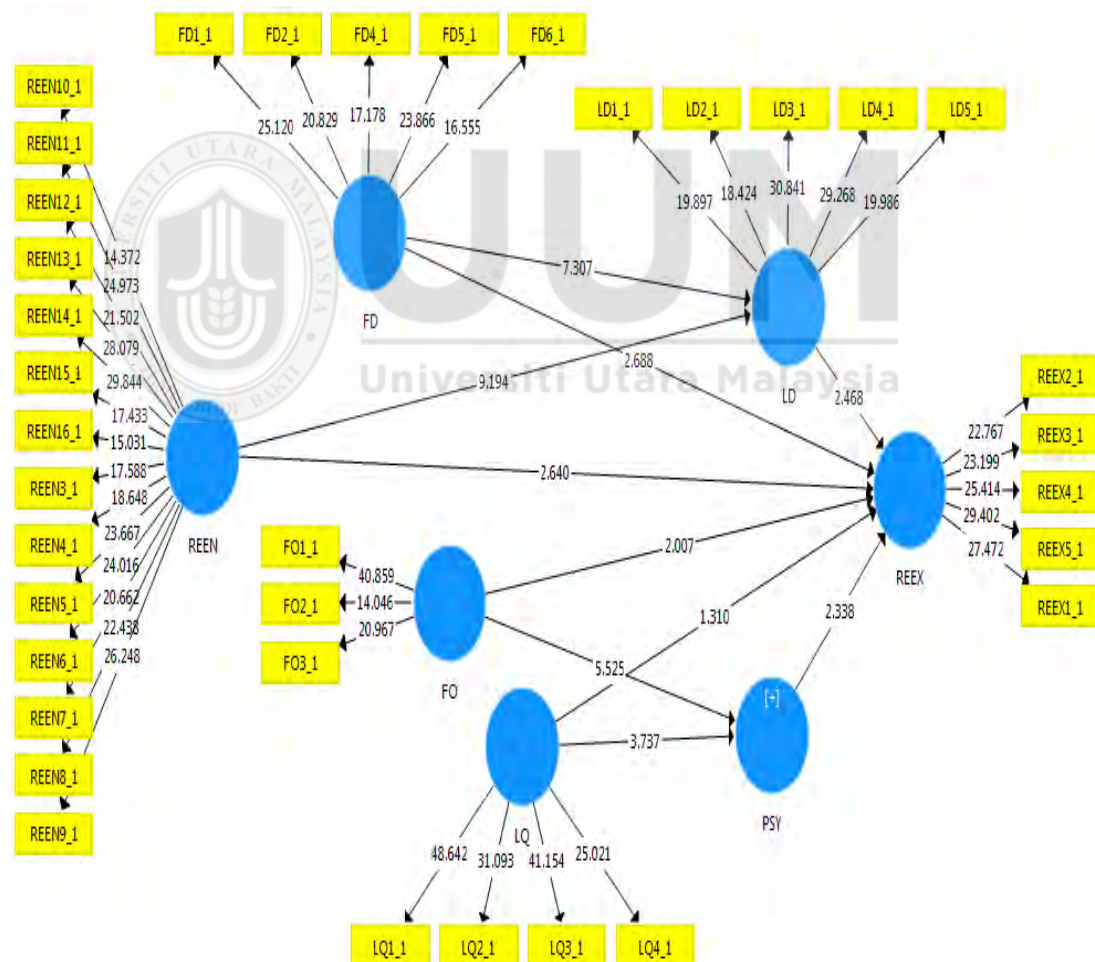


Figure 4.2

Structural model.

[FD = Financial Difficulties; FO = Family Outcomes; LD = Life Dissatisfaction; LQ = Quality of Life; PSY = Psychological Well-Being; REEN = Re-Entry Hardships; and REEX = Re-Expatriation Intention].

Results as reported in Figure 4.2 and Table 4.16 is the basis for reaching the conclusion whether the hypotheses of the present study are supported. The results from the estimation of structural model, also known as inner model, indicate that hypotheses 1-4 (H1-H4) were supported at the 0.001 level of significance ($\beta = 0.219$, $t = 2.688$, $p < 0.001$; $\beta = 0.236$, $t = 2.640$, $p < 0.001$; $\beta = 0.428$, $t = 7.307$, $p < 0.001$; $\beta = 0.482$, $t = 9.194$, $p < 0.001$) respectively. This result indicates a significant and positive relationship between financial difficulties and re-expatriation intention; between re-entry hardships and re-expatriation intention; between financial difficulties and life dissatisfaction; and between re-entry hardships and life dissatisfaction.

Hypothesis 5 (H5) was supported as the results ($\beta = 0.186$, $t = 2.007$, $p < 0.001$) indicate a significant and positive relationship between family outcomes and re-expatriation intention. Nevertheless, the relationship between the quality of life and re-expatriation intention was not significant ($\beta = -0.113$, $t = 1.310$, $p > 0.05$), and thus hypothesis 6 (H6) is not supported. In addition, hypotheses 7-8 (H7-H8) were supported as the results ($\beta = 0.403$, $t = 5.525$, $p < 0.001$; $\beta = 0.336$, $t = 3.737$, $p < 0.001$) indicate a significant and positive relationship between family outcomes and psychological well-being; and between quality of life and psychological well-being.

The hypothesized direct paths between life dissatisfaction and re-expatriation intention and between psychological well-being and re-expatriation intention (H9-H10) were supported, given that the results ($\beta = 0.223$, $t = 2.468$, $p < 0.05$; $\beta = 0.203$, $t = 2.338$, $p < 0.05$) indicate a significant and positive relationship between life dissatisfaction and re-expatriation intention and between psychological well-being and re-expatriation intention. See Table 4.16 below.

Table 4.16
Inner Model Results

No.	Hypotheses	Beta	STDEV	T Stat	P Values	Decision
Direct Paths Between Exogenous Variables and Endogenous Variable						
H1	FD -> REEX	0.219	0.081	2.688	0.007	Supported
H2	REEN -> REEX	0.236	0.090	2.640	0.009	Supported
H3	FD -> LD	0.428	0.059	7.307	0.000	Supported
H4	REEN -> LD	0.482	0.052	9.194	0.000	Supported
H5	FO -> REEX	0.186	0.092	2.007	0.045	Supported
H6	LQ -> REEX	-0.113	0.086	1.310	0.191	Not Supported
H7	FO -> PSY	0.403	0.073	5.525	0.000	Supported
H8	LQ -> PSY	0.336	0.090	3.737	0.000	Supported
H9	LD -> REEX	0.223	0.090	2.468	0.014	Supported
H10	PSY -> REEX	0.203	0.087	2.338	0.020	Supported

Notes: FD = Financial Difficulties; FO = Family Outcomes; LD = Life Dissatisfaction; LQ = Quality of Life; PSY = Psychological Well-Being; REEN = Re-Entry Hardships; and REEX = Re-Expatriation Intention.

4.11.2 Testing Mediating Effects

According to Hair et al. (2013), a mediating effect exists when a third variable intercedes two correlated variables (Hair et al., 2013). Explaining further, a change in the exogenous construct results in a change of the mediator variable, which, in turn, changes the endogenous construct. Analysing the strength of the mediator variable's relationships with the other constructs allows substantiating the mechanisms that underlie the cause-effect relationship between an exogenous construct and an endogenous construct (Hair et al., 2014). This mediating effect testing is for the purpose of achieving a profound insight and advancing the field of knowledge further.

Mediation analysis in multivariate analysis technique can be done via many techniques (Hayes & Preacher, 2010) that include the causal steps approach (Baron & Kenny, 1986), the Sobel test (Sobel, 1982), distribution of the product method (MacKinnon, Lockwood & Williams, 2004), and bootstrapping (Bollen & Stine, 1990; Preacher & Hayes, 2004, 2008; Shrout & Bolger, 2002).

Given the fact that Smart PLS software was adopted as means of data analysis in the current study, the bootstrapping method, which signifies a more exact calculation of measures (Chin, 2010) was used to test the hypotheses 11-14. The bootstrapping method is deemed a well-suited technique for mediation study given its rigorousness (Bontis, Booker & Serenko, 2007; Hair et al., 2013; Hayes & Preacher, 2010; Iacobucci, Saldanha & Deng, 2007).

In this study, few mediations were proposed i.e. life dissatisfaction mediates the relationship between financial difficulties and re-expatriation intention ii. life dissatisfaction mediates the relationship between re-entry hardships and re-expatriation intention iii. psychological well-being mediates the relationship between family outcomes and re-expatriation intention and iv. psychological well-being mediates the relationship between quality of life and re-expatriation intention.

Figure 4.2 and Table 4.16 show the results of structural model testing. The direct paths for the relationships between financial difficulties and re-expatriation intention; re-entry hardships and re-expatriation intention; and family outcomes and re-expatriation intention, as indicated, are positive and significant, but the relationship between quality of life and re-expatriation intention is not positive and significant. Moreover, as pointed out, the direct paths for the life dissatisfaction-re-expatriation intention link and psychological well-being-re-expatriation intention link are also positive and significant.

The indirect effects (see Table 4.17) with respect to financial difficulties, life dissatisfaction and re-expatriation intention (FD -> LD -> REEX [$\beta = 0.095$, $t = 2.302$, $p < 0.01$]); re-entry hardships, life dissatisfaction and re-expatriation intention (REEN -> LD -> REEX [$\beta = 0.107$, $t = 2.399$, $p < 0.01$]); and family outcomes, psychological

well-being and re-expatriation intention (FO → PSY → REEX [$\beta = 0.082$, $t = 2.228$, $p < 0.05$]) are significant and positive, and the 95% confidence intervals do not include zero. Thus, the assertion can be made that life dissatisfaction complementarily/partially mediates the relationship between financial difficulties and re-expatriation intention and the relationship between re-entry hardships and re-expatriation intention; and that psychological well-being complementarily/partially mediates the relationship between family outcomes and re-expatriation intention hence hypotheses 11, 12, and 13 are supported.

Table 4.17
Results of Mediating Effect

No.	Hypotheses	Beta	(STDEV)	T Stat	P Values	5%	95%	Decision
H11	FD → LD → REEX	0.095	0.041	2.302	0.022	0.017	0.181	Complementary Mediation
H12	REEN → LD → REEX	0.107	0.045	2.399	0.017	0.020	0.196	Complementary Mediation
H13	FO → PSY → REEX	0.082	0.037	2.228	0.026	0.021	0.169	Complementary Mediation
H14	LQ → PSY → REEX	0.068	0.032	2.134	0.033	0.020	0.147	Full Mediation

Notes: FD = Financial Difficulties; FO = Family Outcomes; LD = Life Dissatisfaction; LQ = Quality of Life; PSY = Psychological Well-Being; REEN = Re-Entry Hardships; and REEX = Re-Expatriation Intention.

On the other hand, the relationship between quality of life and re-expatriation intention is negative and non-significant, but the indirect effect with respect to quality of life, psychological well-being and re-expatriation intention (LQ → PSY → REEX [$\beta = 0.068$, $t = 2.134$, $p < 0.05$]) was significant, and the 95% confidence intervals do not include zero. Thus, the assertion can be made that psychological well-being fully mediates the relationship between quality of life and re-expatriation intention hence hypotheses 14 is supported.

4.11.3 Evaluation of Variance Explained in the Endogenous Latent Variables

Included as part of the structural model evaluation is the R-squared value, which is represented by R^2 (Hair et al., 2011; Hair et al., 2012; Henseler et al., 2009). The R-squared value, otherwise known as coefficient of determination, stands for the proportion of variation in the dependent variable(s) that can be explained by one or more predictor variable (Elliott & Woodward, 2007; Hair et al., 2010; Hair et al., 2006). Determining the acceptable level of R^2 value is contingent on the research context (Hair et al., 2010), but Falk and Miller (1992) claimed that a R^2 value of 0.10 is the minimum acceptable level. Going by the position of Chin (1998), R^2 values of 0.19, 0.33, and 0.67 are regarded weak, moderate, and substantial respectively.

As depicted in Table 4.18, the R^2 values of the endogenous latent variable (Re-Expatriation Intention) explains 68% of the total variance in re-expatriation intention, indicating that financial difficulties, re-entry hardships, family outcomes, quality of life, life dissatisfaction, and psychological well-being as exogenous latent variables jointly explain 68% of the variance in re-expatriation intention.

Therefore, this result signified substantial range and acceptable levels of R-squared values.

Table 4.18
Variance Explained in the Endogenous Latent Variables

Latent Variables	Variance Explained (R^2)
Re-Expatriation Intention	68%

4.12 Summary of Hypotheses Results

Table 4.19 contains a summary of hypotheses results of this research. Of the 10 direct hypotheses, 9 hypotheses were supported and significant while one hypothesis was not

supported. In addition, all the indirect hypotheses were supported and significant as shown in the Table 4.19.

Table 4.19

Hypotheses Testing Outcome Summary

No.	Hypothesized Path	Decision
Direct Paths Between Exogenous Variables and Endogenous Variable		
H1	FD -> REEX	Supported
H2	REEN -> REEX	Supported
H3	FD -> LD	Supported
H4	REEN -> LD	Supported
H5	FO -> REEX	Supported
H6	LQ -> REEX	Not Supported
H7	FO -> PSY	Supported
H8	LQ -> PSY	Supported
Direct Paths Between Mediating Variables and Endogenous Variable		
H9	LD -> REEX	Supported
H10	PSY -> REEX	Supported
Mediating Effects		
H11	FD -> LD -> REEX	Supported
H12	REEN -> LD -> REEX	Supported
H13	FO -> PSY -> REEX	Supported
H14	LQ -> PSY -> REEX	Supported

4.13 Chapter Summary

Over all, data analysis in the present study involved data screening and preliminary analysis, descriptive analysis, and inferential analysis. These analyses were carried out using both SPSS version 25 and Smart PLS 3 software. The inferential analysis, which is meant for hypotheses testing, involved estimation and evaluation of both measurement model and structural model. The overall results of the analysis indicate that of the 14 proposed hypotheses, 13 hypotheses were supported while the remaining one hypothesis was not supported. In the next chapter, further details in regard to

research discussion, contributions, limitations, and suggestions for future research studies will be discussed.



CHAPTER FIVE

DISCUSSION, IMPLICATIONS AND CONCLUSION

5.1 Introduction

This chapter begins with a recapitulation of the study's findings and a discussion of findings aligned with the research questions of this study. Discussion of the findings is guided by theoretical perspectives and previous studies findings related to re-expatriation intention. In addition, theoretical and practical implications are discussed as well as well limitations and recommendations for further research studies.

5.2 Recapitulation of the Study Findings

The current study focuses on re-expatriation intention among Jordanian academic repatriates who had worked as self-initiated academic expatriates abroad and had returned to home country (i.e., Jordan). Accordingly, re-expatriation intention was presented in this study as dependent variable. The study has proposed home country push factors (i.e., financial difficulties and re-entry hardships) and host country pull factors (i.e., family outcomes and quality of life) as the independent variables, whereas life dissatisfaction and psychological well-being were presented as mediators on the relationship between the independent variables and re-expatriation intention among Jordanian academic repatriates.

In this regard, several hypotheses were tested to examine both the direct and indirect relationships involving the study variables. Based on the findings, this study found support for 13 of the 14 hypotheses. In summary, all the relationships between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention were significant and positive. The home country push factors were also found to be positively associated with life dissatisfaction. The relationships

between host country pull factor (family outcome) and re-expatriation intention was found to be significant and positive, whereas quality of life which is another host country pull factor was unexpectedly found to have an insignificant relationship with re-expatriation intention. Furthermore, this study also found a significant and positive relationship between host country pull factors and psychological well-being.

Both mediators (life dissatisfaction and psychological well-being) also found to be positively related with re-expatriation intention among Jordanian academic repatriates. The study findings also showed that the life dissatisfaction mediated the relationships between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention. Similarly, the study findings also showed that psychological well-being mediated the relationships between host country pull factors (family outcomes and quality of life) and re-expatriation intention.

The findings of the study had helped to answer the following research questions.

- Q1:** Do home country push factors (financial difficulties and re-entry hardships) and host country pull factors (family outcomes and quality of life) influence the intention of Jordanian academic repatriates to re-expatriate?
- Q2:** Does a relationship exist between home country push factors (financial difficulties and re-entry hardships) and life dissatisfaction of Jordanian academic repatriates?
- Q3:** Does a relationship exist between host country pull factors (family outcomes and quality of life) and psychological well-being of Jordanian academic repatriates?
- Q4:** Does a relationship exist between (life dissatisfaction and psychological well-being) and re-expatriation intention of Jordanian academic repatriates?

Q5: Does life dissatisfaction mediate the relationship between home country push factors (financial difficulties and re-entry hardships) and re-expatriation intention of Jordanian academic repatriates?

Q6: Does psychological well-being mediate the relationship between host country pull factors (family outcomes and quality of life) and re-expatriation intention of Jordanian academic repatriates?

5.3 Discussion of Research Findings

This section discusses the research findings based on the results that were presented in the previous chapter.

5.3.1 The Impact of Home-Host Countries Push-Pull Factors

Both the financial difficulties and re-entry hardships were proposed as the home country push factors that would affect the life dissatisfaction and re-expatriation intention among Jordanian academic repatriates. In addition, family outcomes and quality of life were proposed as the host country pull factors that also would affect the psychological well-being and re-expatriation intention. Financial difficulties as the first home country push factor in this study refers to any situation or event during which the process of acquisition money causes Jordanian academic repatriates to experience a higher level of anxiety and dissatisfaction (Anderson, 2000).

The Push-pull Theory (Toren, 1976) confirms a clear link between push factors and decisions of individuals to leave their own countries (e.g., Ho et al., 2016; Tharenou & Seet, 2014). The positive relationship between financial difficulties and re-expatriation intention among Jordanian academic repatriates suggests that academic repatriates are more likely to re-expatriate when factors such as financial difficulties are experienced in their home country after their repatriation from abroad.

This study found that financial difficulties are a strong predictor leading Jordanian academic repatriates to move abroad one more time. With regard to the Jordan scenario, economic issues such as low income and other financial issues were among the major difficulties and obstacles faced and experienced by Jordanian academics upon their repatriation (Salama, 2011; Shenk, 2018). This as a result contributed to create a negative attitude about life in Jordan as they expected their repatriation will bring better financial packages especially after obtaining overseas experience and skills development (Shenk, 2018). Such difficulties as supported by the study findings led them to intend to re-expatriate for better economic conditions that may obtain from their re-expatriation intention.

Therefore, the findings of this study are consistent with results of previous studies in that repatriates who have experienced economic difficulties in their home country have a greater intention to re-expatriate when they expect to gain better financial benefits abroad (Ho et al., 2016). Thus, this study provides empirical evidence that financial difficulties is a push factor forcing Jordanian academics who have repatriated from abroad to have re-expatriation intention one more time.

The positive relationship that was found between financial difficulties as a home country push factor and life dissatisfaction suggests that when the repatriates did not gain what they expected after their repatriation to their home country, a negative attitude and negative image about the life in general will be developed (e.g., Ho et al., 2016; Tharenou & Seet, 2014). This could result in feelings of dissatisfaction with conditions in home country (Ho et al., 2016). This is consistent with the report that recently published by British Economic Magazine which revealed that Jordan is ranked as the highest and the most expensive among Arab countries and ranked as

twenty-eight globally in terms of cost of living (Al-Hump, 2018), which, in turn, lead Jordanians to be less satisfied with life in Jordan and then might have a plan to re-expatriate if the opportunity arises one more time.

Indeed, the expatriation literature has broadly focused on the effect of financial issues on the decision of expatriates to move abroad (e.g., Jackson et al., 2005; Carr et al., 2005; Thorn, 2009). For example, Jackson et al.'s (2005) in their study revealed that financial issues are positively associated with expatriates' decisions to move abroad. Similarly, Luring, Selmer and Jacobson (2014) revealed that financial reasons are one of the most important reasons driving academic SIEs to move abroad for better salary and benefits packages. Based on the above discussion, financial difficulties are considered key factors in affecting the decision of Jordanian repatriation to have a dissatisfaction with life which, in turn, led them to move abroad one more time for better life conditions.

The second home country push factor which is re-entry hardships refers to the hardships such as reverse culture shock and readjustment experienced by academic repatriates once they return from abroad (Tharenou & Seet, 2014). The positive relationship between re-entry hardships and re-expatriation intention suggests that the greater the re-entry hardships, the greater the re-expatriation intention among Jordanian academic repatriates. The expatriate literature notes that repatriation is a challenging stage that could present challenges and hardships such as reverse culture shock, readjustment and rejoining their career path, family and relatives especially within the first year of their repatriation (Ho et al., 2016; Tharenou & Caulfield, 2010).

The W-Curve model clearly affirms that returnees upon their repatriation start realizing the actual differences between both home and host countries. This is

especially happened between three to nine months of their repatriation to their home country, which as a result, may lead them to be less satisfied with life conditions at home and then may suffer from issues such as reverse culture shock and difficulties in adjustment to their home country.

The findings of this study illustrate that returnees expect better opportunities upon their repatriation to home county and assuming their international exposure and advancement of skills will be highly valued. However, when the reality of the situation in the home country fails to meet the expectations of the returnees, the intention to re-expatriate one more time is highly considered.

Accordingly, Jordanian repatriates who completed their international assignment suffered from re-entry difficulties and hardships such as readjustment, reverse culture shock, and rejoining new jobs and social life in Jordan in comparison with the countries they repatriated from (Shenk, 2018). These repatriates often face difficulties in restarting a new life in their home country and so they plan to re-expatriate once again in the future.

In this regard, the findings of this is consistent with the results of previous studies that also revealed a positive relationship between re-entry hardships and re-expatriation intention (e.g., Ho et al., 2016; Tharenou & Seet, 2014). For example, Ho et al. (2016) found that re-entry hardships including reverse culture shock had a significant and positive relationship with Vietnamese returnees' intention to re-expatriate. Similarly, Tharenou and Seet's (2014) study revealed a significant relationship between re-entry experiences and re-expatriation intention.

A significant positive relationship between re-entry hardships and life dissatisfaction among Jordanian academic repatriates as revealed in this study aligns with the premise of Social Capital Theory (Adler & Kwon, 2002), which stated that the intention of individuals in making a decision is associated with psychological and social factors. Re-entry hardships psychologically affect the decision of individuals and may result from the culture of an individual or general life that they experience after their repatriation (Gill, 2010; Ho et al., 2016).

Social Capital Theory clearly argues that the psychological outcomes of individuals depend on the fact of support resources they obtained. Social, emotional, and economic factors as support resources lead individuals to adjust faster, perform effectively, and utilize their skills in the development of an organization, whereas in regard to repatriates, when the reality of situation in their home country do not provide them any advantages or benefits aligning with their international experience and advanced knowledge that obtained from working overseas, they probably feel discomfort, psychological withdrawal, and a higher level of dissatisfaction in life will be developed.

Accordingly, if an individual who had repatriated from abroad experiences challenges and hardships of re-entry, then they are inclined to be dissatisfied with their life in their home country (Ho et al., 2016). In line with this, Ho et al. (2016) noted that re-entry hardships including reverse culture shock and readjustment may result in life dissatisfaction among repatriates, which, in turn, led them to consider re-expatriation rather than staying in their home country. Similarly, Lee and Liu (2007) found that 79% of repatriates reported that companies in their home country did not value their international experience or advanced knowledge and skills gained from

their experience, which, in turn, lead them to be less satisfied with their home country conditions.

In the Jordan context, re-entry hardships involve readjustment and rejoining new jobs, reverse culture shock among Jordanian repatriates, who returned to their home country after completing their international assignment were key factors in their dissatisfaction with general life in Jordan (Shenk, 2018). This as a result led them to create a negative image about life in Jordan and considering re-expatriation intention is to be one of the significant factors for better life conditions.

In regard to host country pull factors, both the family outcomes and quality of life were proposed in this study as the host country pull factors that would affect the psychological well-being and the re-expatriation intention among Jordanian academic repatriates. Family outcomes as one of the host country pull factors refer to the benefits and advantages that Jordanian academic repatriates could obtain for their family members from their re-expatriation intention such as a better education, a better environment, and a better place to bring up children (Ho et al., 2016; Tharenou & Seet, 2014).

In this regard, the Push-Pull Theory (Toren, 1976) confirms a clear link between pull factors and the decision of individuals to move abroad, positing that factors such as better quality of life, better lifestyle, better economic condition and better family-related outcomes motivate and encourage individuals to accept the international assignment.

The positive relationship between family outcomes and re-expatriation intention among Jordanian academic repatriates suggests that academic repatriates are willing

to re-expatriate when factors such as family outcomes are experienced in the host country (Ho et al., 2016). Based on the study findings, it is found that family outcomes are key factors encouraging Jordanian academic repatriates to re-expatriate.

By referring to the Jordanian situation, the movement of Jordanian academics was associated with better life conditions such as better family outcomes (Al-Hump, 2018). This is due to the lack of such conditions in their home country (Salama, 2011). They also revealed that their repatriation to the home country is another challenge in their lives and for their family members too as their international experiences and skills development that obtained from working abroad are not valued (Shenk, 2018). In this regard, when re-expatriation can bring better family related outcomes among Jordanian academic repatriates, their movement again toward abroad is greater.

Therefore, the findings of this study are consistent with results of previous studies in that repatriates who have experienced the positive outcomes abroad such as family outcomes have a greater intention to re-expatriate (e.g., Ho et al., 2016; Tharenou & Seet, 2014). Thus, this study provides empirical evidence that family outcomes is a pull factor encouraging and motivating Jordanian academics who completed their international assignment and then repatriated to their home country to have a greater intention to re-expatriate one more time especially when such factors were unavailable in their home country.

The positive relationship between family outcomes as a host country pull factors and psychological well-being suggests that when Jordanian academic repatriates obtain different kinds of support resources abroad, the anxiety, stress, and complexity that caused by expatriation will be decreased (e.g., Adler & Kwon, 2002; Bader &

Schuster, 2015), which, in turn, contributes to enhance their adjustment and help them to perform more effectively.

This is consistent with Social Capital Theory (Adler & Kwon, 2002) that posits the more support resources the individuals obtain from their expatriation, the higher the level of performance and adjustment will be developed. In line with this, several influences could negatively impact the psychological well-being of individuals in a host country such as separation from home country culture or unsatisfying social life, whereas positive aspects and benefits in a host country like improved family-related issues will enhance psychological well-being of expatriates (Lee et al., 2004; Mori, 2000).

In regard to Jordanian repatriates, the decision of their movement toward abroad was associated with different psychological, economic, and social factors (Salama, 2011). It is revealed that repatriation of Jordanians to their home country caused them a sort of psychological withdrawal and their families as well (Salama, 2011), especially after recognising the differences of the development between both home and host countries. This as a result leads to predict that the more positive family outcomes the expatriates obtain from abroad, the greater psychological well-being is considered.

Several research studies have shown that family outcomes are among the key determinant factors that expatriates consider when moving abroad (e.g., Carr et al., 2005; Ho et al., 2016; Jackson et al., 2005). Family outcomes are among the main support resources and motivational factors that influence the individuals' psychological well-being (e.g., Bader & Schuster, 2015; Wang, 2002). For example, Bader and Schuster (2015) study revealed social support resources positively led expatriates to have a higher level of psychological well-being which, in turn, enhance

their performance and achieve better outcomes during their international assignment. Therefore, family outcomes as support resources that Jordanian academics obtained during the international assignment lead to enhance their psychological well-being.

The second host country pull factor which is quality of life refers to the characteristics, lifestyle, values, norms, beliefs, and infrastructure of a host country that improve the lifestyle of Jordanian academics (Thorn et al., 2013). The positive relationship between quality of life and re-expatriation intention suggests the greater level of quality of life abroad, the greater the re-expatriation intention among Jordanian academic repatriates is considered. Based on the expatriation literature, quality of life is a key motivational factor that drives and motivate individuals to accept an international assignment (e.g., Ho et al., 2016; Thorn et al., 2013; Tung, 2007). In addition, a tenant of the Push-Pull Theory (Toren, 1976) framework is that pull factors such as a better quality of life and a better lifestyle among other factors are key factors in the decision of individuals to move abroad.

Unexpectedly, the study findings of this study revealed an insignificant relationship between quality of life and re-expatriation intention. However, this result did not support the hypothesis, revealing that quality of life was not a reason for Jordanian academics who had repatriated from abroad to have a re-expatriation intention. One possible explanation could be that the sample in the current study has a limited number of academic repatriates ($N = 124$ academic repatriates). In addition, it was revealed that the overwhelming majority of Jordanian academics live and work in Gulf states such as Saudi Arabia and Kuwait (e.g., Al Shammari, 2013; Khasawneh et al., 2017). By referring to a survey conducted by Expat Insider (2018), it is reported that the quality of life in some of Gulf states such as Saudi Arabia and Kuwait are

ranked low average of quality of life. Saudi Arabia was ranked (67th) and Kuwait was ranked (68th) among all 68 counties included in the survey in terms of quality of life. Therefore, the result of this report indicates that Jordanian academics who repatriated from abroad especially from Saudi Arabia and Kuwait are no longer interested in the nature of quality of life abroad.

A significant positive relationship between quality of life and psychological well-being among Jordanian academic repatriates as revealed in the results of this study associates with the Social Capital Theory (Adler & Kwon, 2002), which stated that the intention of individuals in making a decision is aligned with psychological and social outcomes. Quality of life psychologically influences the individuals' decisions and may lead individuals to behave differently especially after experiencing the differences in general development between both home and host countries among repatriates (Ho et al., 2016). To clarify, psychological factors are key factors that influence the decision of individuals (e.g., Ho et al., 2016; Tharenou & Seet, 2014) as the positive aspects and motivational factors in the host country support positively and increase the level of the psychological well-being of individuals (e.g., Bader & Schuster, 2014; Lee et al., 2004; Wang, 2002).

The expatriate literature shows that a good quality of life enhances the level of individuals' psychological well-being, which, in turn, reduces stress, anxiety and uncertainty that expatriation causes (Mori, 2000). As mentioned earlier, the decision of Jordanian repatriates toward moving abroad was aligned with psychological and economic factors (Salama, 2011). However, it is found that one of the main reasons that caused psychological withdrawal among Jordanian expatriates and their families is their repatriation to their home country (Salama, 2011), especially after experiencing

several differences in factors such as life quality between home and host countries. This in turn, leads to predict that the more positive issues such as quality of life the expatriates experienced abroad, the greater and higher level of psychological well-being is developed. Based on that, the findings of this study provide empirical evidence that the higher level of quality of life abroad, the higher the level of psychological well-being, which, in turn, may indirectly lead them to intend to re-expatriate if such factors is considered abroad.

5.3.2 Life Dissatisfaction, Psychological Well-Being and Re-Expatriation

Intention

Both life dissatisfaction and psychological well-being were proposed in the current study to affect the re-expatriation intention among Jordanian academic repatriates. The support for positive relationship between life dissatisfaction in home country and the intention to re-expatriate among Jordanian academic repatriates partly can be attributed to conditions in Jordan. Life dissatisfaction refers to the general judgment of a Jordanian academic repatriates about his/her whole life condition (Pavot & Diener, 2008). In this regard, repatriates return to their home country after completing their international assignment with a high level of expectation to obtain various support resources and benefits for their families and for them such as better financial outcomes and better career opportunities (e.g., Ho et al., 2016; Labrianidis & Vogiatzis, 2013, Tharenou & Caulfield, 2010).

If reality of the situation does not meet their expectations, these returnees may develop a negative attitude about their lives in the home country (e.g., Begley et al., 2008; Ho et al., 2016). In turn, this negative attitude about life in their home country may lead them to re-expatriate again rather than remaining in their home country (Ho

et al., 2016). For example, Ho et al (2016) and Tharenou and Seet (2014) in their studies that examined the relationship between life dissatisfaction and re-expatriation intention revealed that life dissatisfaction of returnees had a significant and positive relationship with their intention to re-expatriate.

In regard to Jordan context, British Economic Magazine recently reported that Jordan is classified as the most expensive country in terms of cost of living among other Middle Eastern countries and also classified as twenty-eight globally (Al-Hump, 2018). This as a result leads Jordanians and academic repatriates in particular to have a life dissatisfaction which, in turn, may drive them to consider re-expatriation intention in the future if the opportunity arises again. Therefore, the negative issues that experienced by Jordanian academic repatriates in their home country such as economic, social, and psychological issues led them to be less satisfied with life conditions in Jordan and then led them to intend to re-expatriate if the opportunity arises again.

The support for positive relationship between psychological well-being in the host country and the intention to re-expatriate among Jordanian academic repatriates can be associated with the amount of support resources and benefits obtained abroad. Psychological well-being in this study refers to the psychological functioning that enhance the way of Jordanian academic repatriates in utilizing their skills in a more productivity manner (Tung, 1981).

The expatriate literature shows that various support resources such as quality of life and family-related issues abroad lead repatriates to re-expatriate again especially when such relative factors are unavailable in the home country (e.g., Ho et al., 2016; Tharenou & Seet, 2014). To clarify, the support resources that repatriates obtained

during their international assignment increased the level of their psychological well-being (Bader & Schuster, 2015), whereas the lack of such support resources in their home country may lead them to have a psychological withdrawal. Therefore, repatriates with a higher level of psychological well-being intend to have a high intention to re-expatriate again for better conditions of life.

As mentioned earlier, the psychological and economic factors were the reasons and the most influential factors driving Jordanian academic to move abroad (Mousa et al., 2018) such as quality of life, financial issues, and better family-related issues. Jordanian repatriates are found to be psychologically affected after their repatriation to their home country (Salama, 2011). This is a result of the differences in the nature of support resources provided by both home and host countries (Ho et al., 2016).

Therefore, the result of this study confirms a link between psychological well-being and the re-expatriation intention among Jordanian academic repatriates in that the more support resources obtained from working abroad, the intention to re-expatriate again is developed especially when such relative support resources are unavailable in their home country.

5.3.3 The Mediation Effect of Life Dissatisfaction

The support for mediation effect of life dissatisfaction on the relationship between two home country push factors (i.e., financial difficulties and re-entry hardships) and re-expatriation intention among Jordanian academic repatriates has shed some light on the real scenario repatriates faced in Jordan which ultimately influence their intention to re-expatriate.

Life dissatisfaction in this study refers to the negative aspects and attitudes toward specific issues in the life of Jordanian academic repatriates (Pavot & Diener, 2008). Jordanian academic repatriates as mentioned earlier, suffered from various issues associated with financial difficulties and re-entry hardships upon their repatriation (Shenk, 2018). These challenges and hardships led them to be less satisfied with life in Jordan as they expect to obtain several benefits and advantages aligning with their international experience, advanced knowledge and skill that were improved abroad. Based on the findings of this study, these difficulties and hardships established and developed a re-expatriation intention as they believed that skills and advanced knowledge were not valued in their home country.

The expatriate literature notes that returnees who have completed their international assignment abroad believe that they will obtain various support resources and benefits after their repatriation (Labrianidis & Vogiazis, 2013). However, when reality clashes with these expectations, they may develop negative attitudes about life in general in their home country (Ho et al., 2016). Examples of negative aspects in the home country could be reverse culture shock, depression, and financial difficulties (e.g., Adler & Gundersen, 2007; Christofi & Thompson, 2007; Gaw, 2000; Tharenou & Caulfield, 2010).

The difficulties and challenges that returnees experience may lead them to be dissatisfied with their home country conditions, which, in turn, may lead them to be less satisfied with life itself in their home country (Szkudlarek, 2010). Therefore, a negative image about the life conditions in the home country may lead returnees to be dissatisfied with their home country and making a decision about moving abroad again may be developed.

This study found that the relationship between financial difficulties and re-expatriation intention was mediated by life dissatisfaction in their home country. The findings of this study aligned with relevant theories and previous research studies in the same field (e.g., Ho et al., 2016; Tharenou & Caulfield, 2010; Toren, 1976). Social Capital Theory (Adler & Kwon, 2002) argues that if expatriates obtain sorts of support resources and benefits during an overseas assignment, the probability to the fast adjustment and utilizing their skills is higher which in turn, contribute to more success, whereas if their skills and overseas assignment were not valued through different sorts of support resources, the higher level of psychological withdrawal and life dissatisfaction will be developed.

Hence, this study confirms that life dissatisfaction mediates the relationship between financial difficulties as a home country push factor and re-expatriation intention among Jordanian academic repatriates who have obtained different kinds of supports resources, skills and international experience before their repatriation and expected to gain better life opportunities in their home country.

The support for mediation effect of life dissatisfaction on the relationship between re-entry hardships and re-expatriation intention can be explained with the support of the Push-Pull Theory (Toren, 1976) that provides plausible explanation on the effects of various push and pull factors on re-expatriation intention (Ho et al., 2016; Tharenou & Seet, 2014). Similarly, the Social Capital Theory (Adler & Kwon, 2002) helps in explaining how returnees act positively or negatively in both home and host countries based on different psychological and social factors. The experienced challenges and difficulties of re-entry to the home country by returnees have been found to create negative attitudes about the life in their home country (e.g., Ho et al.,

2016; Guo et al., 2013), which, in turn, lead those who have a higher level of re-entry hardships to have the intention to re-expatriate one more time to overcome the stress and challenges that they experienced in their home country.

In this regard, a report published by British Economic Magazine revealed that Jordan is ranked as the highest and the most expensive country in terms of cost of living among Arab countries and ranked as twenty-eight globally (Al-Hump, 2018). This is one of the main reasons leads Jordanians and academic repatriates in particular to be less satisfied with life in Jordan and if the opportunity arises, they might have a plan to re-expatriate again. Therefore, based on the re-entry difficulties the Jordanian academic repatriates experienced upon their repatriation, the intention to re-expatriate is created.

5.3.4 The Mediation Effect of Psychological Well-Being

Based on the findings of this study, the support for mediation effect of psychological well-being on the relationship between host country pull factors (i.e., family outcomes and quality of life) and re-expatriation intention among Jordanian academic repatriates explained the dynamic nature of the factors that motivate them to re-expatriate. Psychological well-being in this study refers to the psychological functioning that enhance Jordanian academic repatriates in utilizing their skills in a very effective way (Tung, 1981).

The expatriate literature shows that expatriates who have obtained various support resources in the host country have a higher level of psychological well-being, which, in turn, enhance their effectiveness in their international assignment and their ability to adjust faster (e.g., Bader & Schuster, 2015; Wang & Kanungo, 2004). The

findings of this study are consistent with relevant theories and previous research studies (Adler & Kwon, 2002; Ho et al., 2016; Toren, 1976).

The support of the Push-Pull Theory explains the influence of push and pull factors that lead individuals to intend to re-expatriate (e.g., Ho et al., 2016; Tharenou & Seet, 2014). In addition, the Social Capital Theory (Adler & Kwon, 2002) provides explanation on the effect of the amount of support resources that individuals obtained during their international assignment on their psychological well-being. These support resources such as family related outcomes could positively motivate and encourage individuals to adjust faster and perform effectively during the international assignment.

In this regard, the decision of Jordanian academic toward moving abroad was associated with various psychological, economic, and social related factors (Salama, 2011). Their repatriation to the home country affected them and their families psychologically because of the differences they experienced between both home and host countries regarding family-related outcomes (Salama, 2011). The psychological related factors strongly affected the decision the Jordanian academic repatriates to remain in their home country due to the low average of family related outcomes compared to the same outcomes obtained abroad and thus the decision toward moving abroad again was considered (Salama, 2011).

The study revealed that the relationship between family outcomes and re-expatriation intention among Jordanian academic repatriates is mediated by psychological well-being abroad. The findings of this study associated with relevant theories and previous research studies (e.g., Adler & Kwon, 2002; Ho et al., 2016; Toren, 1976). Therefore, the study confirms that psychological well-being mediates

the relationship between family outcomes as a host country pull factor and re-expatriation intention among Jordanian academic repatriates who believed that the greater the support resources obtained abroad, the greater and higher level of psychological well-being is considered.

In addition, the study revealed that the relationship between quality of life and re-expatriation intention among Jordanian academic repatriates is mediated by Psychological well-being. Accordingly, the findings of this study associated with relevant theories and research studies conducted in the same field (Ho et al., 2016; Tharenou & Seet, 2014; Toren, 1976). Quality of life is considered one of the most influential support resources that enhance the willingness of individuals to act psychologically during the international assignment which is support by Social Capital Theory. It is believed that individuals act differently when they are influenced psychologically (Adler & Kwon, 2002) which as a result impact the decisions of expatriates toward moving abroad or to remain in their home country.

Based on the study findings, Jordanian academic repatriates found themselves motivated to re-expatriate again when factors such as quality of life abroad increase the level of their psychological well-being. This could happen when such support resources were not provided in their home country and believe that re-expatriation can bring more benefits to them and their families as well. Therefore, the study confirms that the mediation effect of psychological well-being on the relationship between quality of life and re-expatriation intention among Jordanian academic repatriates.

5.4 Theoretical Implications

The findings of the current study offer several theoretical contributions to the international human resources management literature.

First, re-expatriation intention is a phenomenon that has appeared recently in the expatriate literature and thus has a limited number of research studies (e.g., Ho et al., 2016; Tharenou & Seet, 2014; Tharenou, 2015). The majority of expatriate literature has mainly focused on the first and the second stages of expatriation (expatriation, repatriation). However, research studies on the re-expatriation intention, which is the third stage of the expatriation stages, have not received enough attention (Ho et al., 2016).

Realizing the re-expatriation intention is significant as the impact of motivational factors may differ between the two stages of the movement abroad (i.e. expatriation and re-expatriation) (Tharenou & Seet, 2014; Tharenou & Caulfield, 2010). Based on the study findings, it is found that both home country push factors (financial difficulties and re-entry hardships) are vital predictors leading to re-expatriation intention especially among academic repatriates.

In addition, family outcomes as one of the host country pull factors is found to be significant factor on re-expatriation intention, whereas quality of life which is the other host country pull factor is found to indirectly lead to re-expatriation intention. Therefore, this affirms that the factors affecting re-expatriation intention among individuals are different on those predictors leading to expatriation. Thus, examining the influence of the factors leading to re-expatriation intention is very important to add to the existing expatriate literature the differences between the two stages of expatriation.

While several research studies have investigated the push-pull forces on the movements of expatriates abroad (e.g., Carr et al., 2005; Jackson et al., 2005; Selmer & Luring, 2010), scant studies have explored the linkage of push-pull forces on the

intention of individuals to re-expatriate (e.g., Ho et al., 2016, Tharenou & Seet, 2014). Therefore, this study contributes by filling the gap in the expatriate literature by examining the re-expatriation intention through several push and pull factors among academic repatriates as the reasons that aligned with their movements abroad differ and depend on whether they move abroad for the first time or they repatriated to their home country and then have decided to re-expatriate again.

Second, the overwhelming majority of studies in the expatriate literature have mainly focused on the organisational form of expatriation who are sent by their employers to fill a position in a subsidiary located in a host country (e.g., McKenna & Richardson, 2007; Sri Ramalu, 2010; Tahvanainen, Welch & Worm, 2005). However, SIEs and academic SIEs in particular have not received sufficient attention in the literature, which, in turn, has resulted in the ambiguity about the motivational factors that attract and encourage them to move abroad (e.g., Al Ariss & Ozbilgin, 2010; Al Shammari, 2013; Danisman, 2017; Richardson & Wong, 2018; Trembath, 2016). Academic SIEs are employed across the global marketplace due to their specific skills (Ramalu & Subramaniam, 2019; Selmer & Luring, 2010) fuelled by increased demands for professional academics by universities all over the world as part of their internationalization strategy (Dessoff, 2011). Unexpectedly, the expatriate literature showed a lack clarity on the dynamic nature of the movements of these educators abroad (Trembath, 2016; Richardson & Wong, 2018).

Therefore, this study contributes to this vacuum in knowledge especially by establishing the reasons why they are attracted and motivated to move abroad and establishing the most influential predictors driving them to intent to re-expatriate after completing their international assignment and repatriate to their home country.

Third, the Push-pull Theory (Toren, 1976) has been greatly utilized to investigate several push and pull factors that have significant impact on the movements of individuals from home and host countries (e.g., Ho et al., 2016; Tharenou & Caulfield, 2010; Tharenou & Seet, 2014). However, this theory is not comprehensive enough to explain the movement of expatriates abroad since the factors such as social and psychological factors, are not adequately incorporated (e.g., Baruch & Ries, 2014; Guo et al., 2013; Tharenou & Seet, 2014).

Therefore, this study further complements the use of Push-Pull Theory by integrating Social Capital Theory to better understand the mediation effects of life dissatisfaction and psychological well-being on re-expatriation intention. Based on the study findings, life dissatisfaction and psychological well-being are found to significantly mediate the relationships between both home/host-push/pull factors and re-expatriation intention among academic repatriates. Hence, the findings of the current study contribute to fill in the void of the neglected side of the expatriate literature not only for the expatriation stage, but also for the re-expatriation stage.

5.5 Practical implications

Jordanian academic repatriates who had worked in universities and other educational institutions abroad are valuable human capital for the home country. Their advanced knowledge, skills and proficiencies and international experience that they have obtained from working abroad are instrumental for nation's development and improvement. The retention of these skilled academics in their home country contributes to excellence of Jordanian higher education institutions to become higher education hub in the region through encouraging international students to join the

country educational institutions. Accordingly, the current study has several implications for Jordanian government and for the higher education institutions.

First, the study findings show that Jordanian academic repatriates upon their return to home country expect to be valued and to obtain various support resources, advantages and benefits that aligning with their professional skills, advanced knowledge that obtained from abroad. When such expectations are unmet after their repatriation, reverse culture shock and difficulty in adjustment are developed (Ho et al., 2016; Suutari & Brewster, 2003).

Accordingly, the findings of this study showed that Jordanian academic repatriates suffered from re-entry hardships and financial difficulties with mean values scored [4.50] and [4.68] respectively. In this regard, Jordanian government needs to develop particular repatriation programmes that could help these repatriates to understand how they changed or how the country has changed during their working and living abroad, so that they can better deal with all issues they experience during their repatriation.

The repatriation programmes may provide critical information to these returnees with a clear image about all changes that happened while they were abroad, which, in turn, would help them to deal with the stress and uncertainty and ease repatriation process. Therefore, the positive steps that the government can provide might help them to use their specific skills and advanced knowledge obtained from working abroad, which, in turn, would help in achieving and advancing their career goals and help in the development of Jordan.

Second, the Jordanian government and Ministry of Higher Education must provide better financial packages including compensation and benefits for Jordanian academic repatriates and their families including their children. These benefits include the opportunity for a better education and a better environment for children that could help to retain them in the home country. In addition, the study findings showed that Jordanian academic repatriates are willing to re-expatriate because of family-related issues with a mean value of [4.5]. Therefore, Jordanian government and Ministry of Higher Education could provide preferential schooling policies for repatriates' children which, in turn, may help them to be retained and then contribute in the development of the country.

5.6 Limitations and Future Study

This study has few limitations. The study investigated the re-expatriation intention using a small sample size of 124 respondents through a snowball sampling technique. A disadvantage of snowball sampling technique is that it is unable to produce a representative sample for the whole population (Handcock & Gile, 2011). Future studies should rely on other sampling techniques with a larger sample size to produce a representative sample for the whole study population.

This study is limited to Jordanian academic repatriates who had returned after working in universities abroad. The majority of the respondents were male with only a small number of female academic repatriates. Therefore, generalizing the study findings on female academics would be erroneous. Future studies should pay more attention to examine the re-expatriation intention with a larger number of female academic repatriates.

The study is only limited to academic SIE repatriates from one particular country which is Jordan. Data should be gathered from different countries to understand the effects of such factors on academic repatriates' intention to re-expatriate. Ho et al. (2016) in their recent study based on Vietnamese who repatriated from a developed country found different results depending on the nature of the country from which they repatriated.

This study is limited to examination of push-pull factors among academic repatriates. However, the factors that are associated with re-expatriation intention may differ between individuals and their occupations such as teachers, nurses, lawyers, and accountants. These skilled individuals may have a greater and higher intention to re-expatriate if the opportunity arises one more time. Future studies should examine the effects of different push-pull factors on re-expatriation intention among different occupations.

This study is limited to examine the mediation effects of life dissatisfaction and psychological well-being on certain variables (financial difficulties, re-entry hardships, family outcomes, and quality of life). Future studies should examine other factors such as cultural factors, career issues, political situation that may have impact on individual's intention to re-expatriate.

5.7 Conclusion

The main issue of the current study was to investigate the reasons of why academic repatriates and Jordanian academic repatriates in particular consider re-expatriation one more time. The intention of re-expatriation was the focus of this current study. Accordingly, this study employed the Push-Pull Theory to better explain the different kinds of push-and-pull factors that influence the intention of individuals to re-

expatriate and also employed the Social Capital Theory to better explain the effect of psychological and social factors that drive these individuals to re-expatriate. Therefore, this study filled the gap in the expatriate literature to better understand the influence of social and psychological factors that encourage individuals to re-expatriate once again after their return to their home country.

This study found that financial difficulties and re-entry hardships as home country push factors had significant impacts on their re-expatriation intention. In addition, the study found that family outcomes as a host country pull factor had a significant impact on their re-expatriation intention, whereas quality of life as the other host country pull factor had an insignificant impact on their re-expatriation intention.

Furthermore, the findings also revealed that life dissatisfaction mediates the relationship between home country push factors and their re-expatriation intention. Similarly, psychological well-being also found to mediate the relationship between the host country pull factors and their re-expatriation intention. Governments and organizations should strongly consider the results of this study to better develop specific strategies and policies to retain these skilled individuals in their home country as a source of country development.

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APPENDICES

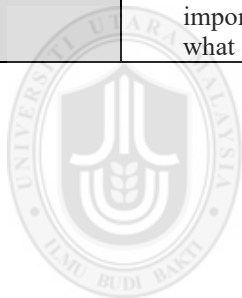
Appendix A: Measurement Summary of Variables

construct	Original measurement	Final measurement
Re-expatriation Intention <i>Ho et al. (2016)</i>	1. I intend to return abroad to live for a long period. 2. I intend to stay in Vietnam for a long period (R) 3. I plan to return abroad within the next two years. 4. Even I have opportunities to return abroad to live, I will stay in Vietnam. (R) 5. If the opportunity arises, I will return abroad to live.	1. I intend to return abroad to live for a long period. 2. I intend to stay in Jordan for a long period. (R) 3. I plan to return abroad within the next two years. 4. Even I have opportunities to return abroad to live, I will stay in Jordan. (R) 5. If the opportunity arises, I will return abroad to live.
Financial Difficulties <i>Hense (2016)</i>	1. I am dissatisfied with the salary of nurses in Indian hospitals. 2. Due to economic recession, the Indian Rupee is losing its strength in the global market. 3. Due to growing inflation (rising cost of goods and services) in India, I may not be able to save much for the future. 4. I may not continue to be economically prosperous over the next 10 years in India. 5. I perceive I will have a greater chance of financial success in a developed country, like Australia. 6. I perceive I will have greater job security in a developed country, like Australia.	1. I am dissatisfied with the salary of academics in Jordan. 2. Due to economic recession, the Jordanian Dinar is losing its strength in the global market. 3. Due to growing inflation (rising cost of goods and services) in Jordan, I may not be able to save much for the future. 4. I may not continue to be economically prosperous over the next 10 years in Jordan. 5. I perceive I will not have a greater chance of financial success in Jordan. 6. I perceive I will not have greater job security in Jordan.
Re-Entry Hardships <i>Seiter and Waddell (1989)</i>	1. When I returned, people did not seem that much interested in my experiences in abroad. 2. Life was more exciting in the host culture. 3. My friends seem to have changed since I have been gone. 4. When I returned home, I felt really depressed. 5. I had difficulty adjusting to my home culture after returning from abroad.	1. When I returned to Jordan, people did not seem that much interested in my experiences abroad. 2. Life was more exciting in the foreign culture. 3. My friends seem to have changed since I have been gone. 4. When I returned to Jordan, I felt really depressed. 5. I had difficulty adjusting to my home culture after returning from abroad.

	<p>6. Since I have been abroad, I have become more critical of my home culture's values.</p> <p>7. I miss the foreign culture where I stayed.</p> <p>8. I had a lot of contacts with members of the host culture.</p> <p>9. I feel like I have changed a lot because of my experiences abroad.</p> <p>10. When I returned home I felt generally alienated.</p> <p>11. My friends and I have grown in separate directions since I have returned.</p> <p>12. Life in my home culture is boring after the excitement of living abroad.</p> <p>13. I miss the friends that I made in the host culture.</p> <p>14. Since I have been abroad, I had become more critical of my home culture.</p> <p>15. My friends and family have pressured me to "fit in" upon returning home.</p> <p>16. The values and beliefs of host culture are very different from those of my home culture.</p>	<p>6. Since I have been abroad, I have become more critical of Jordan culture's values.</p> <p>7. I miss the foreign culture where I stayed.</p> <p>8. I had a lot of contacts with members of the foreign culture.</p> <p>9. I feel like I have changed a lot because of my experiences abroad.</p> <p>10. When I returned to Jordan I felt generally alienated.</p> <p>11. My friends and I have grown in separate directions since I have returned to Jordan.</p> <p>12. Life in Jordan is boring after the excitement of living abroad.</p> <p>13. I miss the friends that I made in foreign country.</p> <p>14. Since I have abroad, I had become more critical of my home culture's government.</p> <p>15. My friends and family have pressured me to "fit in" upon returning home.</p> <p>16. The values and beliefs of foreign culture are very different from those of Jordan culture.</p>
<p>Life Dissatisfaction <i>Diener et al. (1985)</i></p>	<p><u>Satisfaction with Life</u></p> <p>1. In most ways, my life is close to my ideal.</p> <p>2. The conditions of my life are excellent.</p> <p>3. So far, I have gotten the important things I want in life.</p> <p>4. I am satisfied with my life.</p> <p>5. If I could live my life over, I would change almost nothings.</p>	<p><u>Life Dissatisfaction</u></p> <p>1. In most ways, my life in Jordan is not close to my ideal.</p> <p>2. The conditions of my life in Jordan are not excellent.</p> <p>3. So far, I have gotten nothing important I want in life in Jordan.</p> <p>4. I am dissatisfied with my life in Jordan.</p> <p>5. If I could live my life over, I would change many things.</p>
<p>Family Outcomes <i>Ho et al. (2016)</i></p>	<p>1. Better opportunities for children's future.</p> <p>2. Better education for children.</p> <p>3. Better place to bring up children.</p>	<p>1. Better opportunities for children's future.</p> <p>2. Better education for children.</p> <p>3. Better place to bring up children.</p>

Quality of Life <i>Ho et al. (2016)</i>	1. Better quality of life. 2. Safety and security. 3. Lifestyle. 4. More recreational activities.	1. Better standard and quality of life. 2. Better safety and security. 3. Better lifestyle. 4. More recreational activities.
Psychological Well-Being Wang (2001)	1. <u>Self-Acceptance:</u> <ul style="list-style-type: none"> When I look to the story of my life, I am pleased with how things have turned out. I like most aspects of my personality. In many ways, I feel disappointed about my achievements in life. (R) 2. <u>Positive Relations with Others.</u> <ul style="list-style-type: none"> Maintaining close relationships has been difficult and frustrating for me. (R) People would describe me as a giving person, willing to share my time with others. I have not experienced many warm and trusting relationship with others. (R) 3. <u>Personal Growth.</u> <ul style="list-style-type: none"> I think it is important to have new experiences that challenge how you think about yourself and the world. For me, life has been a continuous process of learning, changing, and growth. I gave up trying to make big improvements or changes in my life a long time ago. (R) 4. <u>Purpose in Life.</u> <ul style="list-style-type: none"> I live life one day at a time and don't really think about the future. (R) Some people wonder aimlessly through life, but I am not one of them. 	1. <u>Self-Acceptance:</u> <ul style="list-style-type: none"> When I look to the story of my life, I am pleased with how things have turned out. I like most aspects of my personality. In many ways, I feel disappointed about my achievements in life. (R) 2. <u>Positive Relations with Others.</u> <ul style="list-style-type: none"> Maintaining close relationships has been difficult and frustrating for me. (R) People would describe me as a giving person, willing to share my time with others. I have not experienced many warm and trusting relationship with others. (R) 3. <u>Personal Growth.</u> <ul style="list-style-type: none"> I think it is important to have new experiences that challenge how you think about yourself and the world. For me, life has been a continuous process of learning, changing, and growth. I gave up trying to make big improvements or changes in my life a long time ago. (R) 4. <u>Purpose in Life.</u> <ul style="list-style-type: none"> I live life one day at a time and don't really think about the future. (R) Some people wonder aimlessly through life, but I am not one of them.

	<ul style="list-style-type: none"> • In sometimes feel as if I've done all is to do in life. (R) <p>5. <u>Environmental Mastery.</u></p> <ul style="list-style-type: none"> • In general, I feel I am in charge of the situation in which I live. • The demands of everyday life often get me down. (R) • I am quite good at managing many responsibilities of my daily life. <p>6. <u>Autonomy.</u></p> <ul style="list-style-type: none"> • I tend to be influenced by people with strong opinions. (R) • I have confidence in my opinions, even if they are contrary to the general consensus. • I judge myself by what I think is important, not by the values of what others think is important. 	<ul style="list-style-type: none"> • In sometimes feel as if I've done all is to do in life. (R) <p>5. <u>Environmental Mastery.</u></p> <ul style="list-style-type: none"> • In general, I feel I am in charge of the situation in which I live. • The demands of everyday life often get me down. (R) • I am quite good at managing many responsibilities of my daily life. <p>6. <u>Autonomy.</u></p> <ul style="list-style-type: none"> • I tend to be influenced by people with strong opinions. (R) • I have confidence in my opinions, even if they are contrary to the general consensus. • I judge myself by what I think is important, not by the values of what others think is important.
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APPENDIX B: Approval Letter for Data Collection



Appendix C: Invitation Letter in English and Arabic



Dear respondent,

I am a PhD student in Universiti Utara Malaysia (UUM) and I am conducting a research regarding re-expatriation intention. The objective of this research is to help me understand the effects of push-pull factors on re-expatriation intention among self-initiated academic repatriates.

I do understand that your time is valuable, but your participation in this survey which requires only about 10-15 minutes is vital to the success of this research. Please be assured that all responses will be kept strictly confidential and your identity will be anonymous. All provided information will be used only for academic purposes.

If you have any questions regarding this study, please contact me via email at ghaith.shiyab@yahoo.com.

Thank you in advance for your patience and cooperation.

Sincerely,

Gheath M. A. Abdel-Rahman.
PhD candidate in Human Resources Management.
College of Business-Universiti Utara Malaysia.
06010 Sintok- Kedah- Malaysia

استبانة رأيك اديمي نزالتي في في العود ل عمل خ ل ج العمل كة



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عزي — زِي الـلّطاي مي

أنا طلبت منك تورمان جامعة اوتارام التي زيرة أرغب بجراء استطلاع رأيي تتعلق ب
 بوجبة اللذيذة يومين والثاني فيفي العودة الى الاختبار بل عمل مرة اخرى.

ان الهدف من هذا الدراسة هو فهم أثر عوامل الفع وال جذب على التي لة ال غ تر اب
مرة اخرى بل انك ادي مي ن رالفني ين، ا فني ادر كتم اهل ي م قوتكم وغب اعل عمل
ال خ اص بكم وول كن مش ك تك ف ي هذا الدراسة هي ا ث ر حق ي ق ي ل ه ن ال ب ح ث ال ذ ي ال
ي ت ط ب ك ث ر من 10-5 د ق ي قة من قوتكم ال شم ي ن.

أرجو أن تطمئن لي أن إجابتي هي تم الحفاظ على كل شيء جداً وسوف تبقى
هويتكم مجهولة، وأول بيان اتلتي سوف يتم جمعه واستخدمه لأغراض البحث
العلمي فقط.

إذا كنت متحمفي هذه الدراسة أتهائجها فإليهم ستقبل الرجاء اعلتوهل معي
من خال للبيو إلى كتوني ghaith.shiyab@yahoo.com

مع خلص مثلنكر ولثقير والاحترام

الباحث / غيث محمد علي عبدالرحمن

دكتوراه إدارة واداب بشرية

لجنة العمل - جامعة واتارال الحزبية

Appendix D: Questionnaire Survey in English and Arabic

Part One: Demographics

The purpose of this section is to provide some needed demographic information to assist in the analysis and then development of recommendations for this research.

Please tick (✓) or write your response accordingly.

1. What is your age?

- ☐ Less than 22
- ☐ 22-31
- ☐ 32-41
- ☐ 42-51
- ☐ More than 51

2. What is your gender?

- ☐ Male
- ☐ Female

3. What is your marital status?

- ☐ Married
- ☐ Single

4. What is the highest degree you have earned?

- ☐ PhD
- ☐ Master's
- ☐ Bachelor's
- ☐ Others _____ please specify

5. How long have you worked in a foreign university?

- ☐ 1-2
- ☐ 3-4
- ☐ 5- 6
- ☐ More than 6 years

6. What was your academic rank in the university abroad?

- ☐ Professor
- ☐ Associate professor
- ☐ Assistant professor
- ☐ Lecturer
- ☐ Others _____ please specify

7. Did you accompany your family during your work abroad?

- ☐ Yes
- ☐ No

8. Did you hold any administrative position in the university abroad?

- ☐ Yes
- ☐ No

Part Two: Questionnaire survey

For each of the questions below, please tick (✓) on the response that best characterizes how you feel about the re-expatriation intention toward abroad, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1.	I intend to return abroad to live for a long period.							
2.	I intend to stay in Jordan for a long period.							
3.	I plan to return abroad to live within the next two years.							
4.	Even I have opportunities to return abroad to live, I will stay in Jordan.							
5.	If the opportunity arises, I will return abroad to live.							

In regard to the financial conditions in Jordan, please indicate to what extent you agree or disagree with the following statements, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1.	I am dissatisfied with the salary of academics in Jordan universities.							
2.	Due to economic recession, the Jordanian Dinar is losing its strength in the global market.							
3.	Due to growing inflation (rising cost of goods and services) in Jordan, I may not be able to save much for the future.							
4.	I may not continue to be economically prosperous over the next 10 years in Jordan.							
5.	I perceive I will not have a greater chance of financial success in Jordan.							
6.	I perceive I will not have greater job security in Jordan.							

After you returned to live in Jordan, please indicate to what extent you agree or disagree with the following statements, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1.	When I returned to Jordan, people did not seem that much interested in my experiences abroad.							
2.	Life was more exciting in the foreign culture.							
3.	My friends seem to have changed since I have been gone.							
4.	When I returned to Jordan, I felt really depressed.							
5.	I had difficulty adjusting to my home culture after returning from abroad.							
6.	Since I have been abroad, I have become more critical of Jordan culture's values.							
7.	I miss the foreign culture where I stayed.							
8.	I had a lot of contacts with members of the foreign culture.							
9.	I feel like I have changed a lot because of my experiences abroad.							
10.	When I returned to Jordan I felt generally alienated.							
11.	My friends and I have grown in separate directions since I have returned to Jordan.							
12.	Life in Jordan is boring after the excitement of living abroad.							
13.	I miss the friends that I made in the foreign country.							
14.	Since I have been abroad, I have become more critical of my home culture's government.							
15.	My friends and family have pressured me to "lit in" upon returning home.							
16.	The values and beliefs of foreign culture are very different from those of Jordan culture.							

For each of the questions below, please tick (✓) on the response that best characterizes how you feel about your satisfaction with life in Jordan, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1.	In most ways, my life in Jordan is not close to my ideal.							
2.	The conditions of my life in Jordan are not excellent.							
3.	So far, I have gotten nothing important I want in my life here in Jordan							
4.	I am dissatisfied with my life in Jordan.							
5.	If I could live my life over, I would change many things.							

For each of the questions below, please tick (✓) on the response that best characterizes how you feel about family outcomes abroad, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1.	Better opportunities for children's future.							
2.	Better education for children.							
3.	Better place to bring up children							

For each of the questions below, please tick (✓) on the response that best describes the extent to which you feel about quality of life abroad, where 1= to an extremely small extent and 7= to an extremely large extent.

No.	Items	To an Extremely Small Extent 1	2	3	4	5	6	To an Extremely Large Extent 7
1.	Better standard and quality of life.							
2.	Better safety and security.							
3.	Better lifestyle.							
4.	More recreational activities.							

For each of the questions below, please tick (✓) on the response that best characterizes how you feel about your psychological well-being now, where 1= strongly disagree and 7= strongly agree.

No.	Items	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
Self-acceptance:								
1.	When I look to the story of my life, I am pleased with how things have turned out.							
2.	I like most aspects of my personality.							
3.	In many ways, I feel disappointed about my achievements in life.							
Positive relations with others:								
4.	Maintaining close relationships has been difficult and frustrating for me.							
5.	People would describe me as a giving person, willing to share my time with others.							
6.	I have not experienced many warm and trusting relationship with others							
Personal Growth:								
7.	I think it is important to have new experiences that challenge how you think about yourself and the world.							
8.	For me, life has been a continuous process of learning, changing, and growth.							
9.	I gave up trying to make big improvements or changes in my life a long time ago.							
Purpose in Life:								
10.	I live life one day at a time and don't really think about the future.							
11.	Some people wonder aimlessly through life, but I am not one of them.							
12.	In sometimes feel as if I've done all is to do in life.							
Environmental Mastery:								
13.	In general, I feel I am in charge of the situation in which I live.							
14.	The demands of everyday life often get me down.							
15.	I am quite good at managing many responsibilities of my daily life							
Autonomy:								
16.	I tend to be influenced by people with strong opinions.							
17.	I have confidence in my opinions, even if they are contrary to the general consensus.							
18.	I judge myself by what I think is important, not by the values of what others think is important							

End of Questions

THANK YOU FOR YOUR PATIENCE AND COOPORARION

لجزء الأول : لمعلومات لي موغرفلي-ة

الهدف من هذا الجزء يتوقع ان يعض ال معلومات الي موغرفلي اقل من عدة فليتي احليل و من ثم وض على الوصيات من اجل هذه الدراسة. الرجاء وضع علامة () في ال موع الفاس بفي ملي خص ال معلومات التالية التي تتبلة اجبتكم في ميفيق.

1. لا عمر ☐ اقل من 22 ☐ 22 - 31 ☐ 31 - 41 ☐ 41 - 51 ☐ 51 - 52 ☐ فامفوق
2. لا جنس ☐ ذكر ☐ أنثى
3. لحلة الاجت لمعي ☐ متزوج ☐ أعزب
4. آخر مؤهل غمدي حصلت لعيه ☐ لفتوراه ☐ ماح سيير ☐ بلطل وريوس ☐ غي رذلك _____ حدرنم فضللك
5. لمدة لغني قتي علمت به في لجامعة خارج الردن ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ فامفوق
6. اذا لظنيت بتك ال نظامي قتي لجامعة قتي علمت به لخرج؟ ☐ استاذ لفتور ☐ لرات اذم شارك ☐ لرات اذم ساعد ☐ محضر ☐ غي رذلك _____ حدرنم فضللك
7. هل كنت بمرقلقة بولك اثناء علمتي لخرج؟ ☐ نعم ☐ ال
8. هل حصلت على من صب اداري في لجامعة قتي علمت به في لخرج؟ ☐ نعم ☐ ال

لجزء من الشرائح السابقة

لكل عبارة من العبارات الآتية ضع علامة (✓) أو علامة (✗) في الجدول التالي. العبارات التي تصف مشاعر أو سلوكيات غير مناسبة هي التي يجب أن لا تكون 1 = أوافق بشدة والرقم 7 = أوافق بشدة.

العبارة	أوافق بشدة 1	2	3	4	5	6	وأوافق بشدة 7
1. أوافق بشدة على الخروج من العمل لفترة طويلة.							
2. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
3. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
4. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
5. أوافق بشدة على أن أكون في العمل لفترة طويلة.							

في الجدول التالي املأ الفراغ بالعبارة التي تريد أن تكون في المستقبل. أوافق بشدة أو أوافق قليلاً. العبارات التي تصف مشاعر أو سلوكيات غير مناسبة هي التي يجب أن لا تكون 1 = أوافق بشدة والرقم 7 = أوافق بشدة.

العبارة	أوافق بشدة 1	2	3	4	5	6	وأوافق بشدة 7
1. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
2. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
3. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
4. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
5. أوافق بشدة على أن أكون في العمل لفترة طويلة.							
6. أوافق بشدة على أن أكون في العمل لفترة طويلة.							

لكل عبارة من العبارات الجينة أني اخرجى وض عإشارة)\ (عند إل جملقت يتصف مدى شعور كنت جاه المزايا التي تعود لى المائل في الخارج حيث أن الرقم 1 = ال أوق بشدة والرقم 7 = أوق بشدة.

العبارة	ال أوق بشدة 1	2	3	4	5	6	وأوق بشدة 7
1. فرص فخل من قبل أوالد.							
2. تغيم فخل أوالد.							
3. مكان فخل لتبوية أوالد.							

لكل عبارة من العبارات الجينة أني اخرجى وض عإشارة)\ (عند إل جملقت يتصف مدى شعور كنت جاه مستوى العجة في الخارج حيث أن الرقم 1 = مدى سري طل علة والرقم 7 = مدى بلي رل علة

العبارة	الى مدى سري طل علة 1	2	3	4	5	6	الى مدى لغير السجة 7
1. مستوى وجودة لجة							
2. تفر ألمان وألمان							
3. للوب لجة							
4. تفر ش اطات في الفشر							



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للكل عبارة من العبارات الخمسة أن اخرجى وضعية إشارة () / عند إلجالات يتصرف مئى شعور انك جاه را ضحك
النسيخ اليا مئى أن الرقم 1 = ال ألفقشدة والرقم 7 = ألفقشدة.

[illegible]

ن للملي بقا تب بي ان

تَكَرَّأَ جَزِيَ الدِّلْكُمْ وَلِمْ نَتَعَا فِكُمْ

Appendix E: Missing Values Test

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	REEX1_1	0	1	124	124	SMEAN(REEX1)
2	REEX2_1	0	1	124	124	SMEAN(REEX2)
3	REEX3_1	0	1	124	124	SMEAN(REEX3)
4	REEX4_1	1	1	124	124	SMEAN(REEX4)
5	REEX5_1	1	1	124	124	SMEAN(REEX5)
6	REEN1_1	0	1	124	124	SMEAN(REEN1)
7	REEN2_1	0	1	124	124	SMEAN(REEN2)
8	REEN3_1	0	1	124	124	SMEAN(REEN3)
9	REEN4_1	0	1	124	124	SMEAN(REEN4)
10	REEN5_1	1	1	124	124	SMEAN(REEN5)
11	REEN6_1	0	1	124	124	SMEAN(REEN6)
12	REEN7_1	1	1	124	124	SMEAN(REEN7)
13	REEN8_1	1	1	124	124	SMEAN(REEN8)
14	REEN9_1	1	1	124	124	SMEAN(REEN9)
15	REEN10_1	0	1	124	124	SMEAN(REEN10)
16	REEN11_1	1	1	124	124	SMEAN(REEN11)
17	REEN12_1	0	1	124	124	SMEAN(REEN12)
18	REEN13_1	0	1	124	124	SMEAN(REEN13)
19	REEN14_1	0	1	124	124	SMEAN(REEN14)
20	REEN15_1	0	1	124	124	SMEAN(REEN15)
21	REEN16_1	1	1	124	124	SMEAN(REEN16)
22	FD1_1	0	1	124	124	SMEAN(FD1)
23	FD2_1	0	1	124	124	SMEAN(FD2)
24	FD3_1	0	1	124	124	SMEAN(FD3)
25	FD4_1	0	1	124	124	SMEAN(FD4)
26	FD5_1	0	1	124	124	SMEAN(FD5)
27	FD6_1	0	1	124	124	SMEAN(FD6)
28	LD1_1	0	1	124	124	SMEAN(LD1)
29	LD2_1	0	1	124	124	SMEAN(LD2)
30	LD3_1	0	1	124	124	SMEAN(LD3)
31	LD4_1	0	1	124	124	SMEAN(LD4)
32	LD5_1	0	1	124	124	SMEAN(LD5)
33	LQ1_1	0	1	124	124	SMEAN(LQ1)
34	LQ2_1	0	1	124	124	SMEAN(LQ2)
35	LQ3_1	0	1	124	124	SMEAN(LQ3)

36	LQ4_1	0	1	124	124	SMEAN(LQ4)
37	FO1_1	0	1	124	124	SMEAN(FO1)
38	FO2_1	0	1	124	124	SMEAN(FO2)
39	FO3_1	0	1	124	124	SMEAN(FO3)
40	PSY1_1	0	1	124	124	SMEAN(PSY1)
41	PSY2_1	0	1	124	124	SMEAN(PSY2)
42	PSY3_1	1	1	124	124	SMEAN(PSY3)
43	PSY4_1	1	1	124	124	SMEAN(PSY4)
44	PSY5_1	0	1	124	124	SMEAN(PSY5)
45	PSY6_1	0	1	124	124	SMEAN(PSY6)
46	PSY7_1	2	1	124	124	SMEAN(PSY7)
47	PSY8_1	0	1	124	124	SMEAN(PSY8)
48	PSY9_1	0	1	124	124	SMEAN(PSY9)
49	PSY10_1	1	1	124	124	SMEAN(PSY10)
50	PSY11_1	1	1	124	124	SMEAN(PSY11)
51	PSY12_1	0	1	124	124	SMEAN(PSY12)
52	PSY13_1	1	1	124	124	SMEAN(PSY13)
53	PSY14_1	0	1	124	124	SMEAN(PSY14)
54	PSY15_1	0	1	124	124	SMEAN(PSY15)
55	PSY16_1	0	1	124	124	SMEAN(PSY16)
56	PSY17_1	0	1	124	124	SMEAN(PSY17)
57	PSY18_1	0	1	124	124	SMEAN(PSY18)

Appendix F: Outliers Detection

Outliers Assessment					
N	MAH-1	N	MAH-1	N	MAH-1
1	6.05237	45	5.55356	89	9.32678
2	4.16179	46	7.13007	90	3.80217
3	5.46306	47	4.86528	91	3.88738
4	6.36737	48	3.59776	92	3.24338
5	1.49252	49	6.02885	93	11.14827
6	6.71718	50	4.25043	94	3.35101
7	3.90351	51	7.36668	95	3.22774
8	4.10816	52	7.12373	96	6.06165
9	4.13996	53	7.23199	97	7.38306
10	8.57739	54	10.62646	98	3.29522
11	0.55547	55	4.10454	99	7.05529
12	5.41094	56	3.98118	100	5.45221
13	4.77646	57	3.21145	101	9.49161
14	11.05896	58	2.9746	102	5.40497
15	13.08486	59	1.77749	103	6.29072
16	5.4802	60	3.60762	104	3.25495
17	5.3545	61	4.28769	105	4.99886
18	4.56005	62	2.06933	106	5.15179
19	5.42565	63	2.02537	107	1.49739
20	13.84952	64	11.26171	108	3.49605
21	8.12978	65	3.91737	109	5.18041
22	2.79575	66	12.38607	110	6.3394
23	3.93181	67	1.61427	111	8.84513
24	12.99871	68	7.45681	112	5.2322
25	3.58226	69	12.49194	113	1.80832
26	11.04481	70	11.19075	114	7.76372
27	1.70012	71	7.2441	115	5.22938
28	2.51727	72	6.21973	116	2.58418
29	1.57044	73	3.93066	117	8.79977
30	11.26514	74	11.08583	118	3.43642
31	9.74229	75	4.86232	119	2.09706
32	3.52295	76	11.63379	120	7.83713
33	2.80659	77	2.06667	121	3.25296
34	6.98769	78	3.82412	122	11.21041
35	3.51282	79	6.21967	123	7.51909
36	3.27204	80	4.92847	124	15.2128
37	5.44133	81	3.93783		
38	2.24982	82	4.73772		
39	10.97883	83	9.4074		
40	3.22669	84	0.71369		
41	14.29453	85	5.54075		
42	4.31479	86	11.1105		
43	5.31241	87	10.66916		
44	5.9787	88	6.84819		

Appendix G: Cross Loadings

	FD	FO	LD	LQ	PSY	REENTRY	REEX
Fd1_1	0.809	0.494	0.457	0.451	0.443	0.35	0.556
Fd2_1	0.773	0.501	0.508	0.502	0.414	0.412	0.474
Fd4_1	0.743	0.513	0.603	0.393	0.469	0.438	0.469
Fd5_1	0.787	0.517	0.561	0.505	0.455	0.442	0.534
Fd6_1	0.762	0.487	0.505	0.51	0.517	0.457	0.493
Fo1_1	0.578	0.859	0.57	0.614	0.537	0.66	0.551
Fo2_1	0.515	0.822	0.508	0.528	0.46	0.547	0.512
Fo3_1	0.517	0.808	0.5	0.419	0.493	0.465	0.596
Ld1_1	0.542	0.576	0.806	0.597	0.588	0.58	0.592
Ld2_1	0.533	0.478	0.791	0.461	0.516	0.473	0.507
Ld3_1	0.589	0.492	0.855	0.572	0.538	0.593	0.608
Ld4_1	0.602	0.514	0.834	0.536	0.56	0.608	0.61
Ld5_1	0.508	0.54	0.82	0.583	0.571	0.621	0.58
Lq1_1	0.572	0.542	0.625	0.892	0.523	0.635	0.537
Lq2_1	0.512	0.52	0.533	0.853	0.495	0.623	0.434
Lq3_1	0.532	0.526	0.632	0.892	0.505	0.649	0.481
Lq4_1	0.501	0.589	0.541	0.846	0.49	0.604	0.453
Psy10_1	0.505	0.535	0.576	0.52	0.811	0.592	0.571
Psy11_1	0.438	0.46	0.505	0.399	0.769	0.483	0.467
Psy12_1	0.422	0.458	0.545	0.452	0.796	0.564	0.467
Psy13_1	0.404	0.41	0.481	0.446	0.755	0.518	0.485
Psy14_1	0.442	0.441	0.51	0.439	0.834	0.517	0.529
Psy15_1	0.51	0.511	0.602	0.544	0.803	0.622	0.614
Psy16_1	0.457	0.463	0.529	0.364	0.813	0.505	0.554
Psy17_1	0.54	0.512	0.574	0.476	0.833	0.56	0.59
Psy18_1	0.524	0.478	0.54	0.444	0.84	0.489	0.539
Psy1_1	0.463	0.498	0.508	0.493	0.805	0.573	0.523
Psy2_1	0.533	0.499	0.524	0.5	0.804	0.465	0.519
Psy3_1	0.488	0.486	0.558	0.462	0.808	0.571	0.499
Psy4_1	0.434	0.419	0.503	0.504	0.793	0.551	0.509
Psy5_1	0.446	0.459	0.534	0.455	0.824	0.555	0.503
Psy6_1	0.492	0.463	0.554	0.489	0.82	0.55	0.505
Psy7_1	0.45	0.511	0.572	0.445	0.809	0.581	0.553
Psy8_1	0.553	0.569	0.632	0.504	0.846	0.6	0.592
Psy9_1	0.502	0.549	0.585	0.485	0.828	0.593	0.603
Reen10_1	0.339	0.478	0.441	0.449	0.491	0.742	0.464
Reen11_1	0.426	0.518	0.578	0.569	0.512	0.815	0.495
Reen12_1	0.412	0.565	0.578	0.585	0.534	0.783	0.518
Reen13_1	0.453	0.545	0.602	0.596	0.597	0.85	0.539
Reen14_1	0.48	0.543	0.59	0.618	0.544	0.841	0.56
Reen15_1	0.442	0.588	0.591	0.579	0.556	0.787	0.574
Reen16_1	0.396	0.504	0.572	0.566	0.585	0.703	0.545
Reen3_1	0.432	0.508	0.548	0.533	0.495	0.77	0.48
Reen4_1	0.454	0.558	0.556	0.591	0.582	0.788	0.57
Reen5_1	0.482	0.519	0.605	0.596	0.528	0.812	0.54

Reen6_1	0.428	0.51	0.566	0.616	0.57	0.815	0.51
Reen7_1	0.39	0.538	0.542	0.547	0.505	0.811	0.51
Reen8_1	0.404	0.552	0.456	0.535	0.483	0.812	0.553
Reen9_1	0.457	0.525	0.601	0.636	0.577	0.817	0.534
Reex1_1	0.591	0.588	0.667	0.462	0.564	0.594	0.851
Reex2_1	0.478	0.513	0.561	0.48	0.533	0.545	0.818
Reex3_1	0.567	0.607	0.617	0.449	0.566	0.533	0.819
Reex4_1	0.559	0.537	0.574	0.494	0.579	0.536	0.84
Reex5_1	0.525	0.542	0.524	0.411	0.523	0.566	0.846

